DOCUMENT RESUME

ED 436 913 EC 307 587

TITLE	Technical Assistance and Training for Service Providers of Children with Deafblindness in Delaware. Final Report.
INSTITUTION	Delaware State Dept. of Education, Dover.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1999-12-00
NOTE	232p.
CONTRACT	H025A50003
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Deaf Blind; Elementary Secondary Education; Family Programs; Graduate Study; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); *Parent Education; *Staff Development
IDENTIFIERS	*Delaware

ABSTRACT

This final report describes activities and accomplishments of a four-year federal grant providing technical assistance and training for service providers of children with deafblindness in Delaware. The project included annual orientation workshops for new staff, family learning weekends, and eight summer institute graduate courses jointly sponsored by the University of Delaware. The report summarizes specific activities to accomplish its goals for each year including agenda items for the annual 2-day workshop, the specific graduate courses offered each summer, on-site technical assistance provided, specifics of the annual family learning weekends, and activities to support family networking. Implications of the project are identified, such as ongoing inclusion of the graduate courses in the university program. Four appendices comprise most of this document and contain a project job description; agenda, attendance, and evaluation summaries of the orientation workshops; course offerings, flyers, attendance, and evaluation summaries of the summer institutes; and the flyer, attendance, agenda, and evaluations of the family training activities. (DB)

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ED 436 913

FINAL REPORT

For Funding Under Services for Deafblind Children and Youth

Federal Grant # H0 25A 50003
CFDA 84.025A

TECHNICAL ASSISTANCE AND TRAINING FOR SERVICE PROVIDERS OF CHILDREN WITH DEAFBLINDNESS IN DELAWARE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Submitted: December 1999

Delaware Program for Deafblind Children and
Delaware State Department of Education

EC 307587

Project Description

The focus of this grant proposal was to sponsor training to enhance and increase skills of educational and related service staff throughout the state serving children with deafblindness. Additionally, the activities supported through these funds targeted support and training for families to insure full participation in their child's educational experience.

Specific activities toward these goals included:

- Annual Orientation Workshops for new staff
- Family learning weekends
- Summer Institute graduate courses, jointly sponsored by the University of Delaware.

This grant also provided the administrative support to manage the office of the Delaware Program for Deafblind Children, and resources to enable the Statewide Deafblind Team to make on-site weekly consults to individuals serving children with deafblindness and their families, throughout the state.

Context

This project was proposed to address the ongoing need for qualified staff to serve children with deafblindness in Delaware. Through the many years this project had sponsored quality training activities, it became increasingly obvious that seminars, workshops and inservice activities did not provide the in-depth information in a systematic way to impact long term change in service delivery.

Delaware, being a small state, has no formal teacher training in the area of deafblindness or severe disabilities. The vast majority of students we serve have other disabilities in addition to deafblindness. With no required pre service training, quality, inclusive educational opportunities and experiences are limited for children with deafblindness.

This four year project was designed to intensify the training for educational and related providers through eight graduate courses specifically addressing the issues and aspects of serving children with deafblindness. Additionally, a two-day Orientation Workshop for new staff was modeled after a similar project activity in New England that had been reported to have been very helpful to participants and impacted positive outcomes for students.

Family issues continued to be a priority in this grant proposal. Through networking with other states, new strategies to provide family training activities were explored. Surveys helped clarify families' needs that included opportunities to share experiences and information in a relaxed setting.

Administrative support to the Delaware Program for Deafblind Children has always been a critical component of this Project. Delaware made a serious and deliberate commitment to children with deafblindness more than twenty years ago, by mandating services from 0-21 years of age and establishing the Delaware Program for Deafblind Children. Through this legislation, an administrator, teacher and paraprofessionals and related services were dedicated to these students. However, the administrative support to maintain this program was not legislated. This project continues to provide this essential position. Most contact and correspondence with families, classroom staff, building administrators, LEA, SEA, Resource Team, and agency personnel throughout the State, are handled through this position. Additionally, this administrative support person assisted in planning and coordinating activities, in collaboration with the project coordinator. Please see Appendix A for a description of responsibilities related to this position.

How Goals Were Accomplished

1. Staff Training Activities

A. ***Orientation Workshop***. An annual 2 day workshop reviewed the impact of deafblindness, as well as best practices in the areas of medical, educational and future planning issues. Agenda items included simulation, lecture, current literature, video information, group activities and action planning. Workshop facilitators were members of the Statewide Deafblind Resource Team. See Appendix B for agendas, attendance and evaluations.

B. ***Summer Institutes***. Eight (3 credit) graduate courses were offered in collaboration with the University of Delaware. The instructors and materials were provided through this grant, with teaching modules required from instructors for duplication of courses in future years. The coursework addressed current best practice in the area of deafblindness and severe disabilities. The four year sequence of topics was as follows.

Year 1.

August 12-16, 1996. IFST 667-911 – Functional Impact of Severe Sensory Impairments

August 19-23, 1996. IFST 667-912 - Severe Disabilities and Communication

Year 2.

June 16-24, 1997. IFST 667-016 Transdisciplinary Related Services

August 11-15, 1997. IFST 667-912 Team Building and Family Collaboration

August 18-22, 1997. Functional Impact of Severe Sensory Disabilities

Year 3.

June 15-19, 1998. IFST 667-010 Evaluation and Assessment of Students with Dual Sensory and Multiple Impairments

August 17-21, 1998. IFST 667-911 Educating the Child with Medical Issues

Year 4.

June 21-25, 1999. IFST 667-010 Functional Curriculum for Students with Severe Disabilities: Early Childhood/Elementary

August 16-20, 1999. IFST 667-911 Functional Curriculum for Students with Severe Disabilities: Secondary/Young Adulthood

Each course was presented over a full week for 8 hours per day. Action plans were required to be complete through the Fall semester, following the Summer Institute. Attendance for each class ranged from approximately 20-31 students. Please see Appendix C for related course content, attendance and evaluations.

C. ***On-siteTechnical Assistance***. Statewide Resource Team members made site visits on a weekly basis to children, staff and families throughout the State. Their role included direct services (as mandated through the Delaware Program for Deafblind Children); however consultation and training activities relevant to the unique and complex needs of children with deafblindness were provided through this federal project. Team members provided technical assistance to classroom teachers, paraprofessionals, parents, siblings and related service providers in approximately 25 locations supporting 42 children.

2. Family Training Activities (Please see Appendix D)

A. ***Family Learning Days/Weekends***

Year 1. Our first *Family Learning Weekend* was held at the Virden Conference Center in Lewes. Parent and teen discussion groups were held, along with informational presentations on Medicaid and Futures Planning. Family activities included Seining, fishing, arts and crafts, a boat trip and evening on the Rehoboth Beach Boardwalk. All accommodations and fees were provided through this project.

G

Year 2. A second *Family Learning Weekend* was also held at the Virden Conference Center. Activities included parent discussion groups and presentations regarding advocacy, wills and trusts, care plans, family services. Child care was provided with beach activities, arts and crafts, sports and games planned for the children. All accommodations and fees were provided through this project.

Year 3. *Family Learning Weekend* was postponed. The parent assisting in the planning of this activity had to attend to a medical crisis related to her daughter with deafblindness. This situation was not resolved for a period of eight months. A request was made for a carryover of funds for this activity.

Year 4. A *Family Fun Day* was held with carryover funds from year 3. Games and activities were shared with family members in the areas of Art Therapy, Hydrotherapy and Recreational Therapy, followed by a family picnic. Specialists provided ideas and support to parents and siblings. This event was held at a school that had fully accessible and specially designed pool and gym areas. All accommodations, consultant fees, as well as child care, were provided through this grant.

A *Family Learning Weekend* was held at the Virden Center in Lewes, Delaware. This two day event included:

- Presentations relevant to future planning (MAPS, PATHS) for three families with transition age children.
- Parent discussion groups facilitated by trained counselor who is also a parent of a child with Deafblindness .
- Information regarding Delaware Care Plan – estate planning for children with disabilities.
- Child care activities included beach and boardwalk visits, arts and crafts, games, etc. All accommodations and consultation fees were provided through this grant.

B. ***Family Networking***

Through individual contacts, families have been given information regarding specific needs for advocacy services or support. These contacts may be through classroom staff, related services providers, resource team members, or parent to parent. As a result of these family activities, a parent support group will be established through the next project cycle.

Challenges

The grant proposed two family learning weekends per calendar year; however, due to the need for qualified and adequate child care, we were only able to sponsor one family learning activity yearly. Due to two changeovers in computer systems, and building renovations, the newsletter for families was not created. It should be noted, there was not financial commitment, through the grant, for this activity. Fortunately, this project was an extremely successful and collaborative effort. These minor challenges were issues of timing of activities impacted by family situations and school district renovation planning.

From the experiences presented through project activities, I have learned some valuable information that will assist in future endeavors. First, I have found that often a novel idea or what seems to be a huge undertaking can become a shared vision with others. When we openly ask the questions, present the challenges and express a desire and willingness to work toward different outcomes, what may be an "impossible" task, suddenly becomes a reality. I've learned not to accept "the way it has always been done" or to assume colleagues are unwilling to collaborate. My experience has been quite the opposite in the Summer Institute project activities. A simple idea, a timely need and innovative and committed colleagues are impacting systems change in higher education!

This project also refocused our efforts on behalf of families. I have learned so much from working with families, as individuals and groups. Helpful information gleaned from these experiences include being very specific about roles and duties related to project activities when utilizing family members to coordinate events. It has also been apparent that the unpredictable situations that challenge these children and families are ongoing, and, as it should be, the family must take priority over the "work" of project activities. *Flexibility is key in any collaborative endeavor.*

Implications for Policy & Practice

This project created the foundation for several new initiatives in Delaware. As a result of the impressive numbers of students in each of the Summer Institute classes, the University of Delaware recognized the need to include these classes as ongoing course options. Currently, there is discussion at the state level to decide if these courses should be part of a new certification to be established in Deafblindness/Severe Disabilities or whether to incorporate them into the Masters Degree program in Special Education. There is also consideration of ways to involve regular education students in regular education preparation programs in these classes. The current State Improvement Grant Application addresses these prospective options.

The Orientation Workshops offered through this project have impacted many agencies supporting our students. Requests for this workshop to be presented to entire staff (rather than only those working with deafblind children) in several programs statewide have created opportunities to systematically share information and strategies that can produce positive outcomes for many children and families who may be challenged with other disabilities. Additionally, personnel from early childhood programs, adult services, nursing agencies, have participated in these training activities.

This project had tremendous impact on many individual students, the families that support them, professionals and paraprofessionals throughout the state of Delaware. The activities sponsored through this project have created significant change at the child, building, district and state levels. Quality education and experiences are being provided on a more consistent and frequent basis due to the training opportunities offered through the resources of this federal project.

APPENDICES

A. Job Description

B. Orientation Workshop

C. Summer Institute

D. Family Training Activities

APPENDIX A

JOB DESCRIPTION

Job Description

Delaware Program for Deafblind Children

Clerical Duties

- Federal Grant (Preparation/Activities Coordination)
- Deafblind Census Preparation/Updates
- Cooperative Interagency Team – correspondence, minutes
- September 30 Count (correspondence with local and state educational agencies re: eligibility and projected unit counts)
- Student files statewide (current)
- Telephone reception of personal and telephone contacts to the Delaware Program for Deafblind Children
- Preparation of forms: documents - medical, travel, permission, MDT's, IEP's, etc.

- Summer School
    - Preparation and mailing of parent information
    - Coordination and dissemination of student/staff summer schedules
    - Ongoing staff contact statewide
    - Coordination of related activities (bus, trips, speakers, etc.)

- Trainings/Workshops
  Communication with participants
  Coordination of facilities, speakers, materials, evaluations, summative evaluation reports

- Family Weekend
  Preparation of notices, agendas, evaluation forms, registration information
  Contact with perspective participants
  Summative evaluation report
  Coordination of child care staff
  Coordination of speakers, facilities, materials, equipment

- University of Delaware Summer Institute
  Preparation of notices, syllabus information, evaluations
  Coordination of facilities, equipment, materials
  Management of Action Plans
  Correspondence with University re: student information and grades
  Summative evaluation reports.

APPENDIX B

ORIENTATION WORKSHOPS

Agenda, Attendance, Evaluation Summaries

1995 * 1996 * 1997 * 1998

1995

DELAWARE DEAF-BLIND PROGRAM

ORIENTATION TO DEAF-BLINDNESS: An Overview to New and Returning Staff
October 13, 1995
Kent County Community School -- Dover, Delaware

Workshop Goal: To provide an opportunity for participants to acquire a basic understanding of teaching techniques, tools, and strategies for creating communicative environments for individuals with deaf-blindness.

AGENDA

9:00 - 9:15 a.m.	**Introduction** **State Overview**
9:15 - 9:30 a.m.	**Impact of Deaf/Blindness**
9:30 - 10:30 am	**Simulation Activities** **- introduction** **- activities**
10:30 - 10:50 a.m.	**Report on simulation activities**
10:50 - 11:00 a.m.	**BREAK**
11:00 - 12:00 p.m.	**Communication** **- Video (Communication: More Than Just A Word** **- Object & Touch Cues** **- Schedules**
12:00 - 1:15 p.m.	**LUNCH**
1:15 - 2:00 p.m.	**Simulation Using Communication Techniques** **- simulation activities** **- report**
2:00 - 3:00 p.m.	**COACH** **- PFP/MAPS/PATHS** **- Designing Activities/ Curriculum/Teaming** **- Matrix**
3:15 - 3:30 p.m.	**Evaluation**

DELAWARE PROGRAM FOR THE DEAF - BLIND

ORIENTATION TO DEAF-BLINDNESS:
An Overview to New and Returning Staff

October 13, 1995

Kent County Community School, Dover, Delaware

SIGN IN SHEET

1 Diane Schepens
2 ARLENE STEWART
3 Pat Parent
4 Mary Wolcott
5 mey Perrusquia
6 Lucille West
7 Kristin Capone
8 Tania Fernandino
9 Janet Cubbage
10 Deb Fleischer
11 Paul C Endres
12 Diane L. Farrell
13 M. M Dalton
14 Bonnie Lizzari
15 Sandra States
16 Bonnie Wood
17 Caroline V. Stanley
18 Ginny Tereszak
19 Marie Ruffin
20 St Pamela Johnson
21 Sarah Cox
22 Connie Waite
23 Edith M. Johnson
24 B Susie LeMay
25 Michele A. Sheppard
26 Dawn Arms
27 Joyce - Morton - Elzie
28 Jennifer Brown
29 Helen Holden
30

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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

PLEASE COMPLETE EVALUATION FOR EACH DAY. (26 participants)

WORKSHOP NAME: Orientation to Deaf-Blindness: An Overview to New and Returning Staff

PRESENTER: Deaf-Blind Resource Team **DATE:** October 13, 1995

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent Poor
[✓ 7] [✓ 6] [✓ 5] 4 3 2 1
7 16 3

2. The objectives of the workshop were: Clearly Evident Vague
[✓ 7] [✓ 6] [✓ 5] 4 3 2 1
11 13 2

3. The work of the presenter was: Excellent Poor
[✓ 7] [✓ 6] [✓ 5] 4 3 2 1
10 14 2

4. The ideas and activities presented were: Very Interesting Dull
[✓ 7] [✓ 6] [✓ 5] 4 3 2 1
11 11 4

5. The scope (coverage) was: Very Adequate Inadequate
[✓ 7] [✓ 6] [✓ 5] 4 3 2 1
7 11 5 2 1

6. My attendance at this workshop should prove: Very Beneficial No Benefit
[✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1
11 10 3 2

7. Overall, I consider this workshop: Excellent Poor
[✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1
10 12 1 3

---

8. How will my attendance at this workshop impact my work?

"Simulations were good, learn a lot by doing and experiencing deaf-blindness; Give me a better, clearer understanding of the students concept of their environment and their needs; I want to learn more about the Coach process, Awareness of non-verbal means of communications, how to involve the family, processing areas to be aware of; I am now more aware of how, at this point, I do not always let my students know what will happen next in the day. I hope to add pictures/tacile ques to my daily schedule; Better IEP management; Although I do not personally work with either deaf nor blind students, this workshop gave me a great deal of insight into what is being done with these students; Make more aware of some other ways I can handle students more appropriately - thanks for being so accommodating; To help the teachers by reinforcement of education goes as a collateral contact tot he student, insight into physical limitations of D-B students, awareness of need for preparations and closure of activities; Well, it would help me to understand the student better, but I too am limited, because I am not a professional, but an aide in the school at which I work, so the work shop is good, but I will never be able to really use it; Not at this time; Incorporating isolated skills more into regular activities - focus!; I learned many new things I'll look forward to re-reading and be able to absorb and put into practice; I will be more aware when dealing with our D-B and profoundly handicapped students, and attempt to communicate more effectively. In IEP meetings, I will try to illicit more info from parents, perhaps using parts of COACH, and redouble efforts to work with them; It will help me to understand the students better, thank you - the workshop was very good; It has helped me to see where I need improvement as far as my student's needs are concerned; Give me more ideas on how to communicate and accept communication effectively with children who have dual sensory impairments - learned ways to develop educational and family goals - I learned to "initiate" and "finish" my interactions and to make the students feel safe; Several children in room all day blind - I can use the information I learned when working with them with a better understanding of their situation, allowing me to let them be accessible to everything beneficial for them; I feel I have learned a lot today - I will take time to understand how the students feel and to make sure that I help make them feel secure and safe everyday; Help me training a student who is either deaf-blind; I will be more careful with blind-deaf students - I will implement some of the techniques learned here into the classroom, for example, showing an object like a leaf - before we go outside; Yes, a reminder to address my student's needs by remembering to take their challenges into consideration and plan accordingly; Being able to know how a student feels when he is given an activity to do and not knowing whether he is able to see or understand what being said or what he has to do; How to handle my children better in classroom and out and to see to their different needs in different ways."

9. What features of this workshop were most beneficial? "Activities; Hands on portion; COACH; Problem solving, sharing ideas, simulation; Simulation activities; Info dissem; Role modeling the student helped me to see the difficulty our students deal with even completing single tasks; Simulations were good; Discussion of alternative means of communication; Well, for me all of them; Talk about curriculum, communication; Simulations and discussions; Hands on; The simulations, especially with mobility; Simulations; The activities - we need to do this ever so often so we don't forget how they feel; Interpretations of communication signals - how to communicate with a deaf-blind student; When we role played being blind-deaf in every day situations; The simulation exercises give you a real feeling to relate to; Hands on."

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (Underline all that apply).

DELAWARE DEAF-BLIND PROGRAM

ORIENTATION TO DEAF-BLINDNESS: An Overview to New and Returning Staff
October 26 - 27, 1995
Sheraton Inn, Dover, Delaware

Workshop Goal: To provide an opportunity for participants to acquire a basic understanding of teaching techniques, tools, and strategies for creating communicative environments for individuals with deaf-blindness.

AGENDA

Thursday, October 26, 1995	
8:45 - 9:00 a.m.	**Registration**
9:00 - 9:30 a.m.	**State Overview/Welcome**
9:30 - 10:00 a.m.	**Causes & Impact of D/B**
10:30 - 10:45 a.m.	**BREAK**
10:45 - 12:00 noon	**Simulation Activities (-)** **- Ambulatory** **- Non-ambulatory** **- Feeding** **- Sensory stimulation** **- Play** **- Positioning**
12:00 - 1:00 p.m.	**LUNCH**
1:00 - 1:30 p.m.	**Getting in Touch** (video)
1:30 - 3:00 p.m.	**Communication** **- Augmentative** **- Intent vs. Behavior** **- Schedules**

Friday, October 27, 1995	
9:00 - 9:15 a.m.	**Introduction**
9:15 - 10:15 a.m.	**Educational Planning and Programming** **- Where** (age/environment) **- How** (materials/accom)
10:15 - 10:30 a.m.	**BREAK**
10:30 - 11:00 a.m.	**You & Me** (video)
11:00 - 12:30 noon	**Educational Planning and Programming** **- What/Why** **- COACH** **- PFP** **- Domain**
12:30 - 1:30 p.m.	**LUNCH**
1:30 - 2:00 p.m.	**Evaluation/Future Training**
2:00 - 3:00 p.m.	**Simulation Activities (+)** **- O & M** **- Functional/Academic Tasks**

DELAWARE PROGRAM FOR THE DEAF-BLIND

[illegible]
→ Harris
1996

ORIENTATION TO DEAF-BLINDNESS:
An Overview to New and Returning Staff
October 26, 1995

SIGN IN SHEET

NAME	LOCATION
1. Gail B. Humphrey	Meadowood (Dickinson)
2. Diane Merrill	Meadowood (Dickinson)
3. [illegible] Bartoletti	Shue
4. Camille [illegible]	Shue
5. Phyllis [illegible]	[illegible] OH/VI
6. Debbie [illegible]	[illegible] OH/VI
7. Geraldine Hay	J. S. Charlton
8. Vicki Boyd	CR
9. Linda Calder	Meadowood (Mote)
10. [illegible] Lewis	[illegible] /OBRA
11. [illegible]	[illegible]
12. Marian Kurzweil	C.R. SD
13. Andrea Lipschick	Sussex Elem. Consortium
14. [illegible]	[illegible]
15. Arlene Finocchiaro	Sterck
16. M Clare Walker	Sterck
17. Jean Puffer	J. S Charlton

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18. Wendy Balakhani	Newark, DE -STERCK
19. Craig Jeffrey	SEAFORD, DE
20. Sara Russell	Ennis School
21. Tamara Pickard	Ennis School
22. Nicki Avone	Ennis School
23. [illegible] Fernandes	Sterck
24. Carolyn Brock	"
25. Jim Gillis	MEADOWOOD/DICKINSON
26. [illegible]	Sterck
27. [illegible] Ford	"
28. Tiffany Williams	SEC - Harbor Health
29. Carol Barlow	SEC - Harbor Health
30. Peggy Ashbrook	D/B Program
31. [illegible] Wagner	D/B Program
32.	
33.	
34.	
35.	
36.	
37.	

DELAWARE PROGRAM FOR THE DEAF-BLIND

WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

(24 participants)

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Orientation to Deaf-Blindness: An Overview to New and Returning Staff

PRESENTER: Deaf-Blind Resource Team **DATE:** October 26, 1995

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent … Poor
   [✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1
   14 6 2 2
2. The objectives of the workshop were: Clearly Evident … Vague
   [✓ 7] [✓ 6] [✓ 5] 4 3 2 1
   14 7 3
3. The work of the presenter was: Excellent … Poor
   [✓ 7] [✓ 6] [✓ 5] 4 3 2 1
   10 9 5
4. The ideas and activities presented were: Very Interesting … Dull
   [✓ 7] [✓ 6] [✓ 5] 4 3 2 1
   13 5 6
5. The scope (coverage) was: Very Adequate … Inadequate
   [✓ 7] [✓ 6] [✓ 5] 4 3 2 1
   10 12 2
6. My attendance at this workshop should prove: Very Beneficial … No Benefit
   [✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1
   14 7 2 1
7. Overall, I consider this workshop: Excellent … Poor
   [✓ 7] [✓ 6] [✓ 5] 4 3 2 1
   12 8 4

---

8. How will my attendance at this workshop impact my work?

"Raise my level of awareness; Many ideas, many contacts, Reviews teaching/intervention strategies for effective training with my students; It will make me more aware of my students limitations and hopefully I will remember to give them response time; It will be very helpful; Better understanding of over all program (D-B) interaction with deaf staff will be helpful - good material was presented and explained; I see how services are being provided for my clientele that's deaf-blind; Much of the information was a good review for me - it helped me to refocus on some areas I had forgotten; Hopefully I will have a better understanding of how to deal more sensitively with my students; Hopefully I will be more sensitive to those with visual and heaing problems; This workshop gave me a lot of new ideas to try with the students I work with, hopefully improving on their education; I will become more aware of my student's limitations; My attendance at this workshop provided me with new ideas in the area of communication with deaf blind students; I am taking aware more awareness and sensitivity to people who are more physically and emotionally challenged than I; Know where I'm going - more of an understanding of the challenges these children face every day - awareness and sensitivity; To be aware of impact on 3 lives, teacher-student ratio is rather high so tend to get things done, focus on what is important; My expectations of students will be different after Clare's presentations - the possibilities of further education in this field is appealing to me; Should be very beneficial - new programs; New venture - should help a great deal; Hopefully we can implement some of these ideas with Shamecca; It will remind me of the impact of deaf-blindness on my students learning - it gave me ideas for enhanced communication with my students."

9. **What features of this workshop were most beneficial?** "Very practical and hands on - great!; Materials given; The simulations; Simulations, handbook; Hands on experience; The morning activities; General interface with deaf-blind program; The different activities and equipment that is available for my clientele; The simulation activities heightened my awareness of how my handicapped students perceive things; The overview and cause and impact; Probably the part where we had the simulation; Simulation; Simulation; Hands on activities, video; The simulation activities; The hands on exercises; To me, hands on activities; Loved the AM activities - should help us to remember when teaching a skill that working with D/B students with perhaps other handicaps - sure would benefit everyone that teaches mentally and physically handicapped; Practical; All of them; Simulation activities, communication binder; Review of simulation activities and discussion/communication modes"

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (Underline all that apply).

DELAWARE PROGRAM FOR THE DEAF-BLIND

ORIENTATION TO DEAF-BLINDNESS:
An Overview to New and Returning Staff
October 27, 1995

SIGN IN SHEET

NAME	LOCATION
1. [illegible]	J. S. Charlton
2. [illegible]	CR
3. [illegible]	Meadowood
4. [illegible]	Meadowood
5. [illegible]	Sterck
6. [illegible]	[illegible]
7. [illegible]	Seaford
8. [illegible]	D/B Program
9. [illegible]	Sterck
10. [illegible]	Seaford
11. [illegible]	Sterck
12. [illegible]	Sterck
13. Michaela Pope	Sterck
14. [illegible]	Sterck
15. [illegible]	CRHS
16. [illegible]	J. S. Charlton
17. [illegible]	Dickinson/Meadowood

18. [illegible]	Beadenwood / Mote
19. Michael Walker	Sterck
20. Peggy Rohlbeck	Sterck
21. Clara Russell	Ennis
22. Vicki Wrenn	Ennis
23. Tammy [illegible]	Ennis
24. [illegible]	[illegible]
25. Cheryl Bartlett	Shue
26. Camille [illegible]	Shue
27. Kim Head	Cape / SEC
28. [illegible]	Mead / Dickinson
29. Carl Burford	SEC - [illegible]
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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

(21 participants)

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Orientation to Deaf-Blindness: An Overview to New and Returning Staff

PRESENTER: Deaf-Blind Resource Team **DATE:** October 27, 1995

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was:	Excellent Poor [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 10 8 3
2. The objectives of the workshop were:	Clearly Evident Vague [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 10 9 2
3. The work of the presenter was:	Excellent Poor [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 13 7 1
4. The ideas and activities presented were:	Very Interesting Dull [✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1 10 7 3 1
5. The scope (coverage) was:	Very Adequate Inadequate [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 9 8 4
6. My attendance at this workshop should prove:	Very Beneficial No Benefit [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 9 9 3
7. Overall, I consider this workshop:	Excellent Poor [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 10 10 1

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8. How will my attendance at this workshop impact my work?

”Will provide many resources and ideas for my work with d-b students - also will provide location of support personnel and materials; Got lots of good ideas about defining a student's space and the functuality of what is done with the student; I will take back knowledge that I never had before and will be able to use on the job; Give me a better understanding of the deaf-blind students in my resource room; It should help me in working with the deaf-blind students; As a para, if I am asked to be part of a planning team, I have ways of helping to evaluate students, set goals and in implementing them; Will have a better feel and scope of getting ideas put together for Shamecca - wished this workshop was available last year!!!; More patient and understanding of the children in my program; Gained a better insight into the deaf-blind program; Will be very valuable - appreciated that the ideas meet the needs of a wide range of students; The wealth of info should prove beneficial in stimulating ideas, staff involved and preparing all students for activities - having a resource and different input should help me as a classroom teacher; This workshop will help provide goals for my students that will be functional and stimulating; I now have a better understanding of the importance of putting myself in the students place and how I communicate my expectations of them to complete the desired task; It will increase my awareness of the disabilities involved and hopefully improve my teaching techniques which should increase student success; I would love to have workshops teaching sign language; I have gained better understanding of useful evaluation forms that are more appropriate to my students; To have more of an idea for planning the activities, goals, objectives - all that's involved with D/B - I could go on and on and on but it is 2:45 pm and we have to wrap-up; To be able to say and impact that: I won't hurt you or frighten you" - "I will keep you as comfortable as possible" - Let's make the future plan a (totally) "Group" in put of needs for life! - Will start the "We're finished" and other announcements - Loved the COACH concept - Much better planned and presented over 2nd day; Good ideas for incorporating parents goals into program."

9. What features of this workshop were most beneficial? "All; About the circle of friends and working with them to set up goals for the student; The people who presented - Peggy Lashbrook and Claire Walker; Reality; All; Everything was beneficial; Physical simulations and the following discussions; COACH, Matrix, home visits, discussions, whole binder format; How to get along with other staff members in our program; Interaction with participants (sharing of info); Video was enjoyable - having variety - lecture, video, group work and simulation made the day move quickly; Simulations, videos, manual helpful; The simulations because I am not involved in the IEP or evaluations - this is not to say that maybe I should be with a real team process; The MAP, COACH info; All; A stress free paid day off from school; The presenters, hands on, examples; Handouts, Oregon video - would love to see whole series; Communication points and simulation activities."

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (Underline all that apply).

1996

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

ORIENTATION TO DEAFBLINDNESS: An Overview for New Staff
November 13 & 14, 1996
Delaware Technical and Community College - Terry Campus, Dover, Delaware

Workshop Goal: To provide an opportunity for participants to acquire a basic understanding of teaching techniques, tools, and strategies for creating communicative environments for individuals who are deafblind.

AGENDA

Wednesday, November 13, 1996	
8:45 - 9:00 a.m.	**Registration**
9:00 - 9:30 a.m.	**Welcome/State Overview**
9:30 - 10:30 a.m.	**Causes & Impact of Deafblindness**
10:30 - 10:45 a.m.	**BREAK**
10:45 - 12:00 noon	**Simulation Activities**
12:00 - 1:00 p.m.	**WORKING LUNCH** **Hand in Hand** (video)
1:00 - 2:30 p.m.	**Communicating with the Deafblind Learner**
2:30 - 3:00 p.m.	**Evaluation**

Thursday, November 14, 1996	
9:00 - 9:15 a.m.	**Introduction**
9:15 - 10:30 a.m.	**Educational Planning and Programming** **- IEP Analysis** **- COACH** **- Personal Futures Plan** **- MAPS**
10:30 - 10:45 a.m.	**BREAK**
10:45 - 12:00 noon	**Educational Planning and Programming** (cont'd.)
12:00 - 1:15 p.m.	**WORKING LUNCH** **You & Me** (video) **Transition Connections** (video)
1:15 - 1:45 p.m.	**Educational Planning and Programming** (cont'd.)
1:45 - 2:30 p.m.	**Action Planning**
2:30 - 3:00 p.m.	**Evaluation**

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

ORIENTATION TO DEAF-BLINDNESS:
An Overview for New Staff
November 13, 1996

SIGN IN SHEET

NAME	LOCATION
1. James D. Ball	Dickinson/Meadowood
2. Cathy Buskirk	Dickinson/Meadowood
3. Edna Kober	PDDN.
4. Jennifer Krepinevich	John G. Leach School
5. Laurie Turtoro	Meadowood Preschool
6. Sharyn Slater	Meadowood P-eschool
7. MJ Polaski	STERCK - DSD
8. Carol [illegible]	Sterck DSD
9. Jenny [illegible]	Sterck DSD
10. Milly A DeSantis	PDDN
11. [illegible] Young	Leach
12. Miki Hartman	Charlton School
13. PAMELA A [illegible]	CHARLTON SCHOOL
14. Norma Corsey	Newark High School
15. Jack Clendaniel	Newark High School
16. Tracy Clark	Pddn
17. Belinda Waples	H. G. [illegible]

18. Carol K[illegible]	[illegible]
19. [illegible]	[illegible] Cape Henlopen SEC
20. [illegible] Pettyjohn	[illegible] / [illegible]
21. Sherry [illegible]	[illegible] Healthcare / Cape Henlopen S.E.C.
22. [illegible]	
23. [illegible]	[illegible]
24. Felicie [illegible]	Christiana
25. [illegible]	[illegible]
26. James C Atkin[illegible]	[illegible] T Ennis
27. Abby Su[illegible]	VR Counselor
28. Dawn [illegible]	VR Counselor
29. Chri[illegible]	[illegible]
30. Rick [illegible]	[illegible] HS
31. Connie [illegible]	[illegible]
32. [illegible]	[illegible] Program
33. Aylene [illegible]	P/B Resource Team
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DELAWARE PROGRAM FOR THE DEAFBLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

31 participants

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Orientation to Deaf-Blindness: An Overview to New Staff

PRESENTER: Deafblind Resource Team **DATE:** November 13, 1996

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was:	Excellent Poor 7 6 5 4 3 2 1 15 15 1
2. The objectives of the workshop were:	Clearly Evident Vague 7 6 5 4 3 2 1 16 12 3
3. The work of the presenter was:	Excellent Poor 7 6 5 4 3 2 1 19 10 2
4. The ideas and activities presented were:	Very Interesting Dull 7 6 5 4 3 2 1 14 12 3 2
5. The scope (coverage) was:	Very Adequate Inadequate 7 6 5 4 3 2 1 15 12 4
6. My attendance at this workshop should prove:	Very Beneficial No Benefit 7 6 5 4 3 2 1 18 9 4
7. Overall, I consider this workshop:	Excellent Poor 7 6 5 4 3 2 1 17 12 2

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8. How will my attendance at this workshop impact my work? "I will be able to better assess the needs of my deafblind students and have a better understanding of what obstacles they face; This information will be helpful in planning programs for DB as well as other severely multiply handicapped students; It has made me aware of how little preparation I do when transitioning or interacting with my two DB students. I will use more tactile cues and objects to work on this; I will be more understanding in what my child is experiencing; I became more aware of the deficits the students who are deafblind have to work through during their daily routine; I learned some techniques that I plan to try in my classrooms regarding wait time for the child to respond. I got information on resource material for another student. A lot of the information provided a good review of good teaching techniques; It gave me a good insight on how to work efficiently with the student I work with and the teacher I work with. Importance of "wait time"; It made me more aware of my students needs; This should give me more insight as to how to work with my student and how she may perceive things; My attendance at this workshop will impact my work because of all the information I have learned. I will also be sharing it with others; I think my

over

attendance at this workshop will help me at work by understanding my DB students a lot better. I will try to make things like toys and etc., are felt, heard and touched by student; It will allow me to use some new ideas with my students; This workshop will definitely help me work with my deafblind student and service his needs more efficiently; Help better understand the deafblind child or adult...P.S. the "work threw lunch" is very important and beneficial, please encourage this type of schedule to all who present seminars"; I received 3 new ideas that I can definitely take back to the classroom and a number of ideas that can improve the quality of activities I already do; It has given me more of an awareness and sensitivity to the challenges individuals with deafblindness encounter daily; I have learned how to work some with persons who are deafblind, compared to when coming here I was afraid to for fear of doing something wrong; I will be more aware of my interaction with deafblind students; By alerting me to new communication strategies, by becoming more enthused about the program; Better understanding of methods of communication, activities, etc., gained a lot of valuable information; Better understanding in disabilities not just blind/deaf; More sensitivity to multiple handicaps of my students since I have more perception now, a better perspective of how important it is to focus on the most positive and open approaches in meeting multiple needs to be passed on to paras; Very professional - well presented - great resource book...all presenters very knowledgeable and competent; Simulations gave me more empathy to my student's situations; It has added to my knowledge and self-awareness of "deafblind" which will help me relate to all my students; It has provided me with an overall better understanding of deafblindness and working with deafblind individuals; Reaffirm the need to address the needs of the children and to listen to what the non-vocal/non-verbal kid has to say; It made me a lot more aware of what my deafblind students go through and gave me very good ideas and resources to improve my teaching; The enthusiasm and sense of humor displayed by presenters was excellent and enjoyable."

9. What features of this workshop were most beneficial? "The orientation and mobility training and the spelling test with ear plus were great for helping me get a better idea of how D/B students feel in an educational setting; Simulation activities; Simulation activities; Clara and Sandy and the simulation; hands on activities and video; the simulation activities; All of them but the simulation activities were very helpful in trying to relate how our students must feel; Tips on being a sighted guide for the blind; Hands on - simulation activities; I enjoyed the experience of what it felt like being somewhat in a DB students place in life; All of it I thought; Processing time for the students; Learning how it feels to be deafblind; A bit of all sections will benefit my approach to my job; Simulation activities; Simulation activities; The hands-on activities; The simulated activities and the presentation afterward; Definitely the simulation; I will learn that later; Simulations, manual contains valuable info; IEP, especially MAPS, various communication method; Choice, new/all materials in notebook, simulation exercises; Simulations and sharing of ideas with others in attendance; Simulations; Activities related to challenges of deafblindness; Simulations, hands-on activities, work examples"

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (Underline all that apply).

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

ORIENTATION TO DEAF-BLINDNESS:

An Overview for New Staff

November 14, 1996

SIGN IN SHEET

NAME	LOCATION
1. Edna Koker	PDDN
2. Craig [illegible]	Dickinson/Meadowood
3. Janet T. Bell	Dickinson/Meadowood
4. [illegible]	[illegible]
5. [illegible]	[illegible]
6. Pat Whaley	" " "
7. Sharyn Slater	Meadowood Preschool
8. Laurie Turtoro	Meadowood Preschool
9. Mike Hartman	Charlton School
10. [illegible]	Charlton School
11. Christine Sims	Sterck
12. Janet C. Young	Leach
13. Jennifer Krepinevich	Leach
14. [illegible]	PDDN
15. [illegible]	Harbor HealthCare Cape Henlopen SEC
16. Patt Pettyjohn	Harbor Healthcare/S.E.C.
17. Sherry Merritt	Cape Henlopen/SEC Harbor Healthcare

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18. [illegible]	[illegible] School
19. Jack Clendaniel	Newark High School
20. Delinda Wrigley	Howard [illegible]
21. Carl Kelly	[illegible]
22. [illegible]	[illegible]
23. Beth Hurl	Howard T. Ennis
24. [illegible] Athey	Howard T. Ennis
25. Corinne Welk	CRHS
26. Rich Ryzkowski	CRHS
27. Amy L. Cattie	Sterck [illegible]
28. [illegible]	[illegible]
29. [illegible]	[illegible]
30. [illegible]	[illegible]
31. [illegible]	[illegible]
32. [illegible]	[illegible]
33. C. Kengren	Sterck School, DSD
34. Dawn [illegible]	
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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

32 PARTICIPANTS

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Orientation to Deaf-Blindness: An Overview to New Staff

PRESENTER: Deaf-Blind Resource Team **DATE:** November 14, 1996

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent Poor
7 6 5 4 3 2 1
18 9 5

2. The objectives of the workshop were: Clearly Evident Vague
7 6 5 4 3 2 1
17 10 5

3. The work of the presenter was: Excellent Poor
7 6 5 4 3 2 1
20 8 3 1

4. The ideas and activities presented were: Very Interesting Dull
7 6 5 4 3 2 1
18 10 3 1

5. The scope (coverage) was: Very Adequate Inadequate
7 6 5 4 3 2 1
20 8 4

6. My attendance at this workshop should prove: Very Beneficial No Benefit
7 6 5 4 3 2 1
22 6 4

7. Overall, I consider this workshop: Excellent Poor
7 6 5 4 3 2 1
21 10 1

8. How will my attendance at this workshop impact my work? "Reinvigorate and re-inspire...the MAP's are great...we will use them for IEP's; It has given me lots of ideas that I want to pursue further...the resources shared are excellent; As a VR counselor, I will be more interested in the breadth of my consumers educational curriculum and futures planning for vocational purposes; I have generated a list of possibilities for using mapping in my classroom and with individual students... thanks; Tools useful in developing IEP...learning more about the DB individual via "mapping" Use of the MAP's should help my team make better, more organized decisions for all of the students we serve; Make me a more efficient teacher...communicating better with my deafblind student; It was evident that the presenters were prepared and enthusiastic about the material...I will leave these two days with many ideas for many areas of my job...the "MAP" was very interesting and I hope to apply this to my program; Once I'm able to "sort through" all the "over-load" of information, I'm sure I'll be the better for it...at this moment of 2:00 p.m. Thursday I'm a bit overwhelmed...thanks tho for all your efforts...can we do it again soon; New look on IEP...increase the recognition of family role...look at the students more positively through MAPS...I am looking forward to sharing the info in my graduate class; Made me more aware of the

over

way to teach and resources to contact to acquire materials needed for those student(s); To ensure functional goals for the students and to make sure I interview parents/bus staff to get to know more about. the student in varied settings; I have begun to take a closer look at my student and have formulated an action plan to improve the quality of her education; I know now more about what student has the ability to do and I have a better understanding of his disabilities...this workshop has helped give me ideas for planning IEP's; Not to be insecure about giving information during a mapping session; Tools will become part of the process with the students I am responsible for; My attendance at this workshop will help me with new ideas to share with my students and fellow workers; It will make me a better para for the teacher and the children; New methods will be used through trial and error; It has provided me with more information and resources available to assist individuals with deafblindness; Gave me ideas...issues which need to be dealt with in areas of transition and socialization; I will help in assisting the counselor with her work with deafblind students; I wrote why and how on first sheet so I'll abbreviate ...more sensitivity, more respect for students, implementation of applicable methods; Help to understand my student and try to develop her to be more communicative in a social situation; Much better understanding of deafblind clients; It will improve the information gathered and the team planning before each IEP."

9. What features of this workshop were most beneficial? "All; It gave me actual information and materials that I can take back and use...very practical...thanks; The COACH packet for assessment of school, community and vocational; Mapping and COACH for IEP and increasing knowledge of where the student/family is at in terms of goals they have; Tools useful in developing IEP; learning more about the DB individual via "mapping"; MAPS and review of the basics...begin with respect...the simulation activities remind you; Thanking about things deafblind student enjoys and needs to work on...appropriate activities; I will learn that later; IEP (MAPS, COACH); The simulations and MAPS; The wealth of info made available to us; Formulation of an action plan; The hands on activities were most beneficial to me; MAPS; Having a better understanding how DB people have to live; Realizing what a DB child sees and hears; Having a better understanding of how the deafblind population feel; Mapping, videos, COACH system; Information, resources shared...new ideas for working with my student; Taught me how to be able to read some of the data sheets that I come in contact with; All...I wish I was here both days; New information; Plans, transitioning all info was valuable...manual; The MAP charts, TRACES form and demonstrations"

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (Circle all that apply).

1997

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

ORIENTATION TO DEAFBLINDNESS: An Overview for New Staff
November 10 & 11, 1997
Delaware Technical and Community College - Terry Campus, Dover, Delaware

Workshop Goal: To provide an opportunity for participants to acquire a basic understanding of teaching techniques, tools, and strategies for creating communicative environments for individuals who are deafblind.

AGENDA

Monday, November 10, 1997

8:45 - 9:00 a.m.	**Registration**
9:00 - 9:30 a.m.	**Welcome/State Overview**
9:30 - 10:30 a.m.	**Causes & Impact of Deafblindness**
10:30 - 10:45 a.m.	**BREAK**
10:45 - 12:00 noon	**Simulation Activities**
12:00 - 1:00 p.m.	**WORKING LUNCH** **Hand in Hand** (video)
1:00 - 2:00 p.m.	**Communicating with the Deafblind Learner**
2:00 - 2:30 p.m.	**IEP Analysis**
2:30 - 3:00 p.m.	**Evaluation**

Tuesday, November 11, 1997

9:00 - 9:15 a.m.	**Introduction**
9:15 - 10:00 a.m.	**Behavior as Communication**
10:00 - 10:45 a.m.	**Personal Futures Planning MAPS**
10:45 - 11:00 a.m.	**BREAK**
11:00 - 12:00 noon	**COACH (Choosing Options and Accommodations for Children)**
12:00 - 1:15 p.m.	**WORKING LUNCH** **You & Me** (video) **Transition Connections** (video)
1:15 - 2:15 p.m.	**COACH (Cont'd.)**
2:15 - 2:45 p.m.	**Action Planning**
2:45 - 3:00 p.m.	**Evaluation**

Copy

Delaware Program for Deafblind Children

Orientation to Deafblindness: An Overview for New Staff

November 10, 1997

SIGN IN BESIDE NAME

1.	Megan Austin	**Austin, Megan, Teacher,** **Downes Elementary**
2.		**Bond, Dorothy, Paraprofessional** **Meadowood Program**
3.	Vicki Boyd	**Boyd, Vicky, Teacher** **Charlton School**
4.	Phyllis Coulbourne	**Coulbourne, Phyllis, Paraprofessional** **Woodbridge Early Childhood**
5.	Vita Davis	**Davis, Vita, Teacher** **Meadowood Program**
6.	Sheila Harrison	**Harrison, Sheila, Teacher** **Bayard Middle**
7.	Linda Hare-Tucker	**Hare-Tucker, Linda, Psychologist Asst.** **Stockley Center**
8.	Kathy Keffer	**Keffer, Kathy, School Nurse** **Harbor Healthcare**
9.	Doris Lauckner	**Lauckner, Doris, Psychologist** **Stockley Center**
10.	Jayne Marshall	**Marshall, Jane** **REACH Program**
11.	Kathrine R. McGarry	**McGarry, Kathrine, SLP** **PDDN**
12.		**Brenda Menago, Teacher** **Delaware Deafblind Program**
13.		**Moore, Peggy, Teacher** **Meadowood Program**
14.	Pat Murrell	**Murrell, Pat, Teacher** **Ennis School**
15.	Lynn Ouellette	**Ouellette, Lynn, Paraprofessional** **Meadowood Program**
16.	Ron Repps	**Repps, Ron, Principal** **REACH Program**
17.	Debi Rickards	**Rickards, Debi, Paraprofessional** **Harbor Healthcare**

18.	Charlotte Roberts	**Roberts, Charlotte, Paraprofessional** **Meadowood Program**
19.		**Robinson, Rose, Instructional Aid** **Charlton School**
20.		**Wheeler, Elaine, Psychologist Asst.** **Stockley Center**
21.	Amy Whitcomb	**Whitcomb, Amy, Intern** **Delaware Program for Deafblind Children**
22.	Arlene Finocchiaro	***Presenter Arlene Finocchiaro, OT*** ***Delaware Program for Deafblind Children***
23.	Peggy Lashbrook	***Presenter Peggy Lashbrook, Corodinator*** ***Delaware Program for Deafblind Children***
24.	Aylene Wagner	***Presenter Aylene Wagner, SLP*** ***Delaware Program for Deafblind Children***
25.	Clare Walker	***Presenter Clare Walker, Tech Assistant*** ***Delaware Program for Deafblind Children***
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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP SUMMARY (15 RESPONSES)

WORKSHOP NAME: Orientation to Deafblindness: An Overview for New Staff

PRESENTER: Deafblind Resource Team **DATE:** November 10, 1997

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was:	Excellent Poor 7 6 5 4 3 2 1 10 4 1
2. The objectives of the workshop were:	Clearly Evident Vague 7 6 5 4 3 2 1 11 2 2
3. The work of the presenter was:	Excellent Poor 7 6 5 4 3 2 1 11 3 1
4. The ideas and activities presented were:	Very Interesting Dull 7 6 5 4 3 2 1 11 2 2
5. The scope (coverage) was:	Very Adequate Inadequate 7 6 5 4 3 2 1 6 9
6. My attendance at this workshop should prove:	Very Beneficial No Benefit 7 6 5 4 3 2 1 10 1 4
7. Overall, I consider this workshop:	Excellent Poor 7 6 5 4 3 2 1 10 2 3

8. How will my attendance at this workshop impact my work?

- Not only with Deafblind children but with all the children
- I will consider the way I walk (leading) my blind student. Although I used eye patches before (in college) using them now, with an actual student in my repertoire made the world of difference.
- Enable me to consider the needs of a deafblind student when working with them.
- I better understand things from the student's view. I feel that this will help me when planning activities.
- I wish that I could take information that I learned here back and share it in the classes that I am in. This will extremely benefit me in the future when I am dealing on a daily basis with this population of children.
- This workshop gave me some ideas for expanding my communication skills with the students in my class. Also, it heightened my awareness of what they may be hearing or seeing through the simulations.
- It will help me to better understand how my student perceives his world. As a teacher, I often forget the child does not have the same cognitive ability.
- What will work for one child will not work with another, to become more observant, consistent in activities with each child. To use a variety of toys, pictures, to not be too helpful to the child in participating in an activity or arts and craft project.
- Increased knowledge to sensitivity to deafblind.

- Better understand my student's learning processes. Be more patient with the small steps they make.
- More aware of what it is "kinda" like to be a child with special needs. It is an eye opener. Even though we have done some of this stuff at work, I feel more aware.
- I've gained valuable insight that I can use with my students and share with my co-workers.
- I believe it will help me with the students because it has made me more aware of the way they "feel" when trying to do their tasks at school.
- Greater appreciation of the hurdles the student/client faces when we're attempting to interact with them.
- I learned several new ideas that I will use when planning programs for students.

9. What features of this workshop were most beneficial

- simulation activities
- knowing there are such supportive resources to us as educators
- discussion of reaction time and presentation of symbols for teachers
- hands on activities
- the simulations -- really getting an idea as to what these kids see, hear and think
- the visual and "hands-on" activity/simulations
- IEP analysis, simulation activities
- hands on activities, communication e.g. walking, eating (awareness)
- information about blindness and hearing impairments.
- simulation was wonderful/communication activity was great - a lot of things I can use with all my students
- simulated activities
- simulation activities, review of book, trace
- simulation activities, review of resource book, videos, especially appreciate the TRACES evaluation.
- simulation activities

Will you share information received from this workshop with [✓ co-workers], [✓ other service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

Copy

Delaware Program for Deafblind Children

Orientation to Deafblindness: An Overview for New Staff

November 11, 1997

SIGN IN BESIDE NAME

1.	Megan Austin	**Austin, Megan, Teacher,** **Downes Elementary**
2.		**Bond, Dorothy, Paraprofessional** **Meadowood Program**
3.	Vicki Boyd	**Boyd, Vicky, Teacher** **Charlton School**
4.	Phyllis Coulbourne	**Coulbourne, Phyllis, Paraprofessional** **Woodbridge Early Childhood**
5.	Vita Davis	**Davis, Vita, Teacher** **Meadowood Program**
6.	Sheila Harrison	**Harrison, Sheila, Teacher** **Bayard Middle**
7.	L. Hare Tucker	**Hare-Tucker, Linda, Psychologist Asst.** **Stockley Center**
8.	Kathy Keffer	**Keffer, Kathy, School Nurse** **Harbor Healthcare**
9.	Doris Lauckner	**Lauckner, Doris, Psychologist** **Stockley Center**
10.	Jayne M. Marshall	**Marshall, Jane** **REACH Program**
11.	Kathrine R McGarry	**McGarry, Kathrine, SLP** **PDDN**
12.		**Brenda Menago, Teacher** **Delaware Deafblind Program**
13.	Peggy Moore	**Moore, Peggy, Teacher** **Meadowood Program**
14.	Pat Murrell	**Murrell, Pat, Teacher** **Ennis School**
15.	Lynn Ouellette	**Ouellette, Lynn, Paraprofessional** **Meadowood Program**
16.	Ron Repp	**Repps, Ron, Principal** **REACH Program**
17.	Debi Rickards	**Rickards, Debi, Paraprofessional** **Harbor Healthcare**

18. Charlotte Robets	(Robets) **Roberts, Charlotte, Paraprofessional** **Meadowood Program**
19.	**Robinson, Rose, Instructional Aid** **Charlton School**
20. Elaine G. Wheeler	**Wheeler, Elaine, Psychologist Asst.** **Stockley Center**
21.	**Whitcomb, Amy, Intern** **Delaware Program for Deafblind Children**
22.	***Presenter Arlene Finocchiaro, OT*** ***Delaware Program for Deafblind Children***
23.	***Presenter Peggy Lashbrook, Corodinator*** ***Delaware Program for Deafblind Children***
24. Aylene Wagner	***Presenter Aylene Wagner, SLP*** ***Delaware Program for Deafblind Children***
25. M Clare Walker	***Presenter Clare Walker, Tech Assistant*** ***Delaware Program for Deafblind Children***
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BEST COPY AVAILABLE

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP SUMMARY (16 RESPONSES)

WORKSHOP NAME: Orientation to Deafblindness: An Overview for New Staff

PRESENTER: Deafblind Resource Team **DATE:** November 11, 1997

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent Poor
   7 6 5 4 3 2 1
   11 4 1
2. The objectives of the workshop were: Clearly Evident Vague
   7 6 5 4 3 2 1
   13 1 2
3. The work of the presenter was: Excellent Poor
   7 6 5 4 3 2 1
   12 3 1
4. The ideas and activities presented were: Very Interesting Dull
   7 6 5 4 3 2 1
   10 5 1
5. The scope (coverage) was: Very Adequate Inadequate
   7 6 5 4 3 2 1
   10 3 3
6. My attendance at this workshop should prove: Very Beneficial No Benefit
   7 6 5 4 3 2 1
   7 5 1 1
7. Overall, I consider this workshop: Excellent Poor
   7 6 5 4 3 2 1
   10 5 1

---

8. How will my attendance at this workshop impact my work?

- Broadening my framework and references as I generalize from this workshop an application in an institutional setting
- I plan to share this wealth of material with my co-workers and team members at school. These resources are valuable which I can use in working with children of multiple disabilities.
- I plan to share the COACH and MAP information with my staff to help focus/prioritize goals and objectives. Help to keep us focused on what is appropriate at a given time.
- Provided with a beginning awareness of MAPS, PATH and COACH, which appear useful in long range planning. Great tools to focus on transition - long range goals.
- Better way to look at evaluation and creation of IEP goals for all students and how to relate it back to curriculum and state goals.
- I hope to be able to bring some of these skills to the classrooms I supervise.
- I have come away with many new ideas that I plan to implement and share with staff. The COACH and PATHS were excellent resources. Hopefully someday everyone will use them. Good reference materials.
- I really enjoyed the positive view on students' lives. I would enjoy mapping for my students and families - learn to facilitate? How?
- "Hands on" info to carry back to assist the parents and children in the evaluation process.

- It will assist in my working with the deafblind students that I have in the class at school. It will make me more aware of how difficult some tasks are for them.
- I will be able to bring ideas back to my program regarding transitions and planning for individual programs.
- Gave excellent ideas, we have a lot of things to work on.
- I found many useful things to take back to the classroom to share. Much of today's information was geared toward teaching staff instead of support staff - even though, all information was interesting.
- Broaden perspective. It will add assessment options for staff, client and families. Please make overheads readable from second-fourth rows. They needed to be sharper for reference during lecture.
- I feel that what I have learned will be useful with all my students, not just my deafblind student.

9. What features of this workshop were most beneficial

- exposure to resource materials and networking of other professionals
- materials - PATH, MAPS for future involving family members, teachers, friends, bus driver
- COACH, MAPS
- I really liked COACH
- all of it - need more training in COACH, MAPS
- COACH
- tapping the knowledge of the presenters, excellent
- resources
- the visuals and "hands on" activities
- I found the different methods - COACH/PATH/MAPS, very informative.
- simulation and discussion activities
- COACH, everything
- hands on information
- PATH and MAPS
- Day 2 was much more interesting and useful in my situation.

Will you share information received from this workshop with [✓ co-workers], [✓ other service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

1998

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

ORIENTATION TO DEAFBLINDNESS: An Overview for New Staff
November 5 & 6, 1998
Delaware Technical and Community College - Terry Campus, Dover, Delaware

Workshop Goal: To provide an opportunity for participants to acquire a basic understanding of teaching techniques, tools, and strategies for creating communicative environments for individuals who are deafblind.

AGENDA

Thursday, November 5, 1998

8:45 - 9:00 a.m.	**Registration**
9:00 - 9:30 a.m.	**Welcome/State Overview**
9:30 - 10:30 a.m.	**Causes & Impact of Deafblindness**
10:30 - 10:45 a.m.	**BREAK**
10:45 - 12:00	**Simulation Activities**
12:00 - 1:00 p.m.	**WORKING LUNCH** **Hand in Hand** (video)
1:00 - 2:45 p.m.	**Medical Issues** **Positioning & Handling**
2:45 - 3:00 p.m.	**Evaluation**

Friday, November 6, 1998

9:00 - 9:15 a.m.	**Introduction**
9:15 - 10:45 a.m.	**Communication; Behavior as Communication**
10:45 - 11:00 a.m.	**BREAK**
11:00 - 12:00	**IEP Analysis, MAPS, Other Educational Consideration**
12:00 - 1:15 p.m	**WORKING LUNCH** **You & Me** (video) **Transition Connections** (video)
1:15 - 2:45 p.m.	**COACH (Choosing Options and Accommodations for Children/ Assessments**
2:45 - 3:00 p.m.	**Evaluation**

Delaware Program for Deafblind Children

Orientation to Deafblindness: An Overview for New Staff

November 5, 1998

Please sign in beside name:

1. Sarah Barlow	**Barlow, Sara - Paraprofessional** **Brown Elementary** **Caesar Rodney SD**
2. Virginia Bierling	**Bierling, Virginia - Teacher, Kent County Community School** **Capital SD**
3. Bill Bristow	**Bristow, Bill - HTA Staff** **Division of Mental Retardation**
4. Heather Coleman	**Coleman, Heather - Activities Assistant** **Harbor Healthcare** **Lewes**
5. Pam C	**Curry, Pam - DB Assistant** **Ennis School** **Indian River School District**
6. Patricia Darlington	**Darlington, Pat - Special Ed. Teacher** **Caesar Rodney School District**
7. Mary Lou Dickson	**Dickson, Mary Lou - Paraprofessional** **Harbor Healthcare** **Cape Henlopen SD**
8. Sandra Dole	**Dole, Sandra - Marketing** **Harbor Healthcare** **Lewes**
9.	**Graefe, Gwen - Teacher** **Ennis School** **Indian River School District**
10.	**Harris, Betty - Cost Supervisor** **Divison of Mental Retardation**
11. Pat Isenbarger	**Isenbarger, Pat - Teacher** **Kent County Community School** **Capital School District**
12. Jill McKinney	**McKinney, Jill - Service Coordinator** **Child Development Watch**
13. Beth Miller	**Miller, Beth - Teacher** **Charlton School** **Caesar Rodney School District**

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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP SUMMARY (15 RESPONSES)

WORKSHOP NAME: Orientation to Deafblindness: An Overview for New Staff

PRESENTER: Deafblind Resource Team **DATE:** November 5, 1998

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was:	Excellent Poor 7 6 5 4 3 2 1
2. The objectives of the workshop were:	Clearly Evident Vague 7 6 5 4 3 2 1
3. The work of the presenter was:	Excellent Poor 7 6 5 4 3 2 1
4. The ideas and activities presented were:	Very Interesting Dull 7 6 5 4 3 2 1
5. The scope (coverage) was:	Very Adequate Inadequate 7 6 5 4 3 2 1
6. My attendance at this workshop should prove:	Very Beneficial No Benefit 7 6 5 4 3 2 1
7. Overall, I consider this workshop:	Excellent Poor 7 6 5 4 3 2 1

---

8. How will my attendance at this workshop impact my work?

- I will better be able to be part of the team working with children with disabilities.
- I have more information to better plan for specific students.
- More sensitive; have many new ways to assess students to provide best options.
- In recognizing more patterns that are shown.
- Work toward reverse mainstreaming hopefully, eventually inclusion.
- Gave me many ideas to use in my classroom with my DB student and others; gave a greater appreciation of my DB student - I already know what I will work on MONDAY!
- This will help with my students and families hopes/dreams/communication needs/transitioning, etc.
- Increased knowledge of content area - ideas to share
- I will be able to implement some of the information that was shared in my classroom.
- Great ideas for MAP students for information; COACH information helpful.
- Better understanding of DB students and how to better assist these students.
- Great ideas to take back for my students.
- It was very informative. I do not have the opportunity to use much of it in my current job, but will be able to pick bits and pieces to use. 9 - 11 presenter was too slow, boring, did not explain overheads, shared them in seconds, pulled them off. I learned nothing between 9 - 11.

9. What features of this workshop were most beneficial

- The information about COACH and MAPS.
- Intro to many new topics.
- Hands on! Great enthusiastic teachers.
- Medical issues - positioning and handling; PATHS-MAPS
- COACH - loved PATHS
- Hands on simulation
- COACH and MAPPING
- Resources, networking.
- All
- Overall information will provide supports, information to use.
- Would like to know more about COACH.
- Will benefit from all workshops.
- Peggy's part - focusing more on positive and future planning; 9-11 sessions - can't share anything but handouts - poor presentation

---

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (circle all that apply)

Delaware Program for Deafblind Children

Orientation to Deafblindness: An Overview for New Staff

November 6, 1998

Please sign beside name:

1.	Sarah Barlow	**Barlow, Sara - Paraprofessional** **Brown Elementary** **Caesar Rodney SD**
2.	Virginia Bierling	**Bierling, Virginia - Teacher, ~~Kent County~~** **~~Community School~~** Charlton/Brown Schools **~~Capital SD~~** C.R. SD
3.		**Bristow, Bill - HTA Staff** **Division of Mental Retardation**
4.		**Coleman, Heather - Activities Assistant** **Harbor Healthcare** **Lewes**
5.	Pam C	**Curry, Pam - DB Assistant** **Ennis School** **Indian River School District**
6.	Patricia Darlington	**Darlington, Pat - Special Ed. Teacher** **Caesar Rodney School District**
7.	Mary Lou Dickson	**Dickson, Mary Lou - Paraprofessional** **Harbor Healthcare** **Cape Henlopen SD**
8.		**Dole, Sandra - Marketing** **Harbor Healthcare** **Lewes**
9.	Kathy M. Gawinski	**Gawinski, Kathy - Teacher** **Seaford School District**
10.	Gwen Graefe	**Graefe, Gwen - Teacher** **Ennis School** **Indian River School District**
11.		**Harris, Betty - Cost Supervisor** **Divison of Mental Retardation**
12.	Royce Hoffman	**Royce Hoffman - Inclusion Facilitator** **Seaford School District**
13.	Pat Isenbarger	**Isenbarger, Pat - Teacher** **Kent County Community School** **Capital School District**

14. Jill McKinney	**McKinney, Jill - Service Coordinator** **Child Development Watch**
15. Beth Miller	**Miller, Beth - Teacher,** **Charlton School** **Caesar Rodney School District**
16.	**Oliver, Joyce - Center Supervisor** **Division of Mental Retardation**
17.	**Parker, Laura - Nurse** **Harbor Healthcare** **Lewes**
18. Debbie Robertson	**Robertson, Debbie - Nurse** **Harbor Healthcare** **Lewes**
19. Lisa Schlater	**Schlater, Lisa - Teacher** **Harbor Healthcare** **Cape Henlopen SD**
20. Vicki L Spence	**Spence, Vicki - Residence Teacher** **Facilitator - Inclusion Project**
21. Erin L Walsh	**Walsh, Erin - Itinerant Teacher** **Seaford School District**
22.	**Yountz, David - Business Manager** **Division of Mental Retardation**
23.	***Presenter Arlene Finocchiaro, OT*** ***Delaware Program for Deafblind Children***
24.	***Presenter Kay Johnson, Nurse*** ***Delaware Program for Deafblind Children***
25.	***Presenter Peggy Lashbrook, Coordinator*** ***Delaware Program for Deafblind Children***
26.	***Presenter Aylene Wagner, SLP*** ***Delaware Program for Deafblind Children***
27.	***Presenter Clare Walker, Tech Assistant*** ***Delaware Program for Deafblind Children***
28. Joan Walsh 11/6/98	Special Ed Teacher John G. Leach Colonial School District

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP SUMMARY (17 RESPONSES)

WORKSHOP NAME: Orientation to Deafblindness: An Overview for New Staff

PRESENTER: Deafblind Resource Team **DATE:** November 6, 1998

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent 7 6 5 4 3 2 1 Poor

2. The objectives of the workshop were: Clearly Evident 7 6 5 4 3 2 1 Vague

3. The work of the presenter was: Excellent 7 6 5 4 3 2 1 Poor

4. The ideas and activities presented were: Very Interesting 7 6 5 4 3 2 1 Dull

5. The scope (coverage) was: Very Adequate 7 6 5 4 3 2 1 Inadequate

6. My attendance at this workshop should prove: Very Beneficial 7 6 5 4 3 2 1 No Benefit

7. Overall, I consider this workshop: Excellent 7 6 5 4 3 2 1 Poor

---

8. How will my attendance at this workshop impact my work?

- Directly - made me even more sensitive to the needs of my folks.
- A lot of info learned; new things to investigate with our students; new things to observe.
- Help me understand feelings of our students; I'll have more consideration and learn to wait.
- Give our residents time to answer; check hearing aid more often.
- Make me more aware from a client's point of view; give me fresh ideas and proper techniques of handling/teaching clients.
- The simulations gave me a greater appreciation for how my student receives information; this will help my teaching strategies for her; speaker was excellent and informative but topic did not apply to me.
- Keeping me informed and up to date on best practices.
- More empathetic and have some ideas to implement in my room.
- I have a greater awareness and sensitivity for the blind and deaf community, and my students; the simulations were powerful! Thanks for making the info understandable and applicable to my teaching.
- Great information with ideas for positioning students. Simulations were wonderful way of helping me recognize how the student feels and how they may perceive the activities in the classroom.
- This will help me communicate better with the children I'm working with. Patience is a virtue!
- Great ideas.
- Provided ideas are acceptable with others- great; do agree that info should be shared with nurses on what Kay stated - you know they (nurses) will not take our word for it.

- It helps me to understand everything and how and why; makes everything fit. May be able to explain what I've learned to others and make it make sense.
- Open my classroom - and myself! To more severe disabilities with a more practical approach.
- My background is only deaf education and I am the new deafblind teacher, as well as a first year teacher. This workshop will help me in all areas of my job.

9. **What features of this workshop were most beneficial**

- Hands on participation.
- Simulation activities.
- Simulation.
- Simulations.
- Simulation.
- All.
- Medical/simulations.
- Entire workshop will be beneficial.
- All.
- All.
- Kay - medical - other were interesting.
- All of it was excellent, even slide show…including lunch time tape (and lunch); very informative.
- Simulations.
- Everything!

Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (circle all that apply)

APPENDIX C

SUMMER INSTITUTE

Course Offerings, Flyer, Attendance, Evaluation Summaries

1996 * 1997 * 1998 * 1999

1996

University of Delaware
Summer Institute Courses

IFST 667-Functional Impact of Severe Sensory Impairments

Study of the knowledge and skills necessary to develop and provide quality services for individuals with severe sensory impairments and their families. Students will examine the physiology of the ear and eye, the etiology of sensory losses, the implication of age-of-onset, and the relation to other physical and mental disabilities. Implications for assessment, individual services planning (IFSP/IEP/IWRP) , and program implementation skills will be addressed. The course requires implementation of strategies acquired during the seminar. Participants are required to complete follow-up assignments involving hands-on practical experience during the Fall semester. Final grades for the course will be assigned at the end of the Fall semester. The course will most benefit persons who are currently serving individuals with severe disabilities, including deaf/blindness as well as teachers (regular/special education) working in or toward inclusive settings.

Class Dates and Hours: August 12-16, 1996; 9:00 AM- 4:00 PM

Instructors: Joan Houghton, MSEd, Kansas Deaf-Blind Technical Assistance Project
Jane McVicker Everson, Ph.D., LSU Medical Center, New Orleans

912

IFST 667- Severe Disabilities and Communication

Survey of various receptive and expressive communication modes and strategies employed with individuals with severe disabilities including those who are deaf-blind. This course will examine how functional communication impacts behavior and program planning including the supports and adaptions needed to assess skills, plan curricula and measure effectiveness of strategies. The course requires follow-up, hands on practical exercises to be completed during the Fall semester. Final grades for the course will be assigned at the end of the Fall semester. The course will benefit most persons who are currently serving individuals with severe disabilities including deaf-blindness as well as teachers (regular/special education) working in or toward inclusive settings.

Class Dates and Hours: August 19-23, 1996; 9:00 AM-4:00 PM

Instructors: Jerry Petroff, MS, New Jersey Technical Assistance Project for the Deaf-Blind
Kathleen Stremel, MA University of Southern Mississippi

Registration for both courses is on a first-come, first served basis and begins on May 8th, 1996. Final Registration Deadline is August 1, 1996.
Call the Office of Special sessions, 302/831-2852, or the Division of Continuing Education, 302/831-2741, for registration material and information.

These courses are part of the University of Delaware University Affiliated Program for Families and Developmental Disabilities Summer Institute Certificate Program: Quality Services for Individuals with Severe Disabilities.

Application Form

Summer Institute Certificate Program

Name

Social Security Number

Home Street Address

City, State, ZIP

Home Telephone

Current Employer

Work Street Address

City, State, ZIP

Work Telephone

Would you prefer us to contact you at:

☐Home Address ☐Work Address
☐Home Phone ☐Work Phone

Education Competed:

College Degree

Institution

Graduate School Degree

Graduate Institution

Personal Statement:

On a separate piece of paper, please write why you want to participate in Summer Institute Certificate Programs. You may discuss work experience, personal goals, and the like.

Mailing Directions:

Detach this form and mail it along with your personal statement to:

University of Delaware
Division of Continuing Education
Clayton Hall
Newark, DE 19716

Disability Accommodations:

To request disability accommodations, please contact the Division of Continuing Education at least 10 days in advance of the program. Voice: 302-831-1080, TDD: 302-831-4552, Fax: 302-831-1077.

Applications must be received by August 1, 1996.

Quality Services for Individuals with Severe Disabilities

Summer Institute Certificate Program

Sponsored by:
University of Delaware
University Affiliated Program for Families
and
Developmental Disabilities

University of Delaware
Department of Individual and Family Studies

Delaware Department of Public Instruction

Delaware Program for the Deaf/Blind

Life is changing for individuals with disabilities and their families. Today we recognize that individuals with severe disabilities have the right to make their own life choices and to be part of the mainstream of educational and community life. In order to support these choices we need more qualified personnel to serve individuals with severe disabilities in a variety of public and private educational, health and social service settings. The Quality Services for Individuals with Severe Disabilities Certificate Program is a college credit program designed to deliver state-of-the-art knowledge and skills to individuals from a range of disciplines who seek to be participants and leaders of the developmental disabilities service team.

* This program is partially funded by Grants from the U.S. Department of Health and Human Services (ADD-Grant #90 DD 0371-01), the U.S. Department of Education (USOE Grant # 84.025A) and the TRACES Project (Teaching Research Assistance to Children Experiencing Sensory Impairments)

The Quality Services for Individuals with Severe Disabilities Certificate Program offers graduate credit for regular/special education teachers, public/private agency personnel, and community providers who wish to be better prepared to work with individuals with severe disabilities, including deaf/blindness and their families. Through eight Summer Institute Courses over four summers, state-of-the-art knowledge and best practices will be presented on critical topics for the support of creative life-enhancing alternatives for individuals with severe disabilities.

What are the Specific Requirements of the Certificate Program?

Completion of the Certificate Program requires enrollment in 8 three-credit, graduate level, Summer Institute seminars. A $25 enrollment fee is payable upon acceptance into the program. Summer Institute Seminar tuition is charged at the standard in and out of state rates for each three credit graduate course. **Summer tuition waivers are available for Delaware Public School Teachers**.

The seminars will be taught by both local and national experts in the areas of severe disabilities including deaf/blindness. At least two seminars will be offered each summer. Participants may enroll in one or both seminars each summer. Individuals completing all eight seminar sessions and their related practical experiences will be awarded their certificate at an appropriate graduation ceremony.

Individuals who do not wish to become a certificate participant may enroll in one or more of the seminars that interest them.

Program Schedule and Seminar Topics

Summer, 1996	*Functional Impact of Severe Sensory Impairments*
	Severe Disabilities and Communication
Summer, 1997	*Transdisciplinary Service Delivery*
	Team Building and Family Collaboration
Summer, 1998	*Assessment and Evaluation of Individuals with Severe Disabilities*
	Medical Aspects of Severe Disabilities
Summer, 1999	*Functional Aspects of Community Living*
	Vocational Training and Employment

Who can apply to the Certificate Program?

- Regular and Special Education Teachers
- State and Private Agency Personnel
- Direct Service Providers (PT, OT, Nurses etc.)
- Those interested in a career in severe disability services

A bachelor's degree or equivalent is required. Advanced undergraduate students enrolled in an accredited baccalaureate degree program may be admitted to individual seminars with the permission of the instructor.

Can I take one or more of the Summer Institute Seminars if I'm not enrolled in the Certificate Program?

Yes. You need not be accepted into the Certificate Program in order to enroll in one or more of the Summer Institute Seminars. You simply register for the course during the regular summer session registration period. Registration will be accepted on a first come–first served basis for openings that remain after Certificate Program enrollees are served. You may obtain additional information concerning these courses and the enrollment process by calling the University of Delaware Division of Continuing Education at **302/831-2741** or the Delaware Program for the Deaf/Blind at **302/454-2305.**

You may exercise the option to apply your work toward the certificate after completing one or more seminars.

Application Form
Summer Institute Certificate Program

Name ______ Social Security #

Home Street Address, City, State, ZIP

Home Telephone ______ Work Telephone

Current Employer

Work Street Address

City, State, ZIP

Would you prefer us to contact you at:

☐Home Address ☐Work Address
☐Home Phone ☐Work Phone

Education Competed:

College Degree

Institution

Graduate School Degree

Graduate Institution

01/24/97

1996 Summer Institute
Attendance

Week One 8/12/96

Functional Impact

- Darlington, Patricia
- Doore, Kathleen
- Geary, Donna
- Judge, Joan
- Nass, Martha
- Russell, Sara
- Stevens, Mary Ann

Week Two 8/19/96

Severe Disabilities & Comm

- Aiken, Carol
- Detterline, Debbie
- Bafundo, Jaime
- Bowen, Corey
- Brooks, Barbara
- Farro, Anna Rossi
- ~~Hartzell, Marguerite~~
- Levitt, Patricia

Attended Both Weeks

- Barlow, Carol
- Bensinger, Jane
- Brady, Mary Beth
- Briddel, Debbie
- Caputo, Kathi
- Dolgos, Charlene
- Engard, Ron
- Finocchiaro, Arlene
- Land, Jackie
- Loomis, Linda
- Poultney, Connie
- Robeson, Sandy
- Sarlouis, Sharon
- Shenkle, Jeanette
- Trefney, Craig
- Walker, Clare

DELAWARE PROGRAM FOR THE DEAFBLIND

FUNCTIONAL IMPACT OF SEVERE SENSORY IMPAIRMENTS

August 1996

Joan Houghton, Jane Everson

8-12-96

SIGN IN SHEET

NAME	TITLE
M. Clare Walker	D/B
Mary Beth Brady	DVI
Charlene Dolgos	DVI
Jackie Land	D/B
Kathleen K Caputo	Audiologist
Celine [illegible]	D/B
Linda [illegible]	
Kathleen Dorre	Teacher
Patricia J Darlington	Teacher
MaryAnn Stevens	teacher
Sara Russell	DIB teacher
Lori Engard	DPI/Part H Liaison
Jane Benninger	Teacher - DSD
Myrta Morris ([illegible])	Inst. Para
Carol Barlow	teacher
Sharon Carter	DVI Teacher
Connie [illegible]	Teacher
Sandra A. Roberson	Teacher (D-B)
[illegible]	Teacher
Terri Judge	Teacher
[illegible]	Teacher (DAP)
Donna [illegible]	Teacher DAP
Craig R. Tufney	Teacher
Debbie Buddell	teacher

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

Summer Institute Crackerbarrel Session
Communication & Severe Disabilities
October 9, 1996

SIGN IN SHEET

NAME	NAME
1. Jeanette Shenkle	18. Connie Poultney
2. Patricia Levitt	19. Linda Sorovis
3. Barbara Brooks	20. Lou Engard
4. AnnaMarie Farro	21. Cory Bon
5. Carol L Aiken	22.
6. Kathleen R Caputo	23.
7. Debbie Vetterlein	24.
8. Debbie Bridell	25.
9. Jackie Lang	26.
10. Sandy Robeson	27.
11. Arlene Finocchiaro	28.
12. Jane E. Beaujon	29.
13. Sharon Sartorius	30.
14. Carol H. Barlow	31.
15. Charlie LoGos	32.
16. Mary Beth Brady	33.
17. M Clair Walker	34.

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DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

Summer Institute Crackerbarrel Session
Impact of Sensory Impairments
November 6, 1996

SIGN IN SHEET

NAME	NAME
1. Jackie Land	18.
2. Sandy Robeson	19.
3. Pat Darlington	20.
4. Kathy Dorrie	21.
5. Jane Bensinger	22.
6. Debbie Briddell	23.
7. Clare Walker	24.
8. Kathi Caputo	25.
9. Arlene Finnochiaro	26.
10. Charlene Dolges	27.
11. Mary Beth Brady	28.
12. Sharon Sarlouis	29.
13. Craig Trefney	30.
14. Carol Barlow	31.
15. Jeanette Shenkle	32.
16. Linda Loomis	33.
17. Connie Poultney	34.

IFST 66-Functional Impact of Severe Sensory Impairments

Characteristics and Impact of Dual Sensory Losses

SATISFACTION EVALUATION RESULTS
August 12, 1996

	N	$\bar{X}$
1. The objectives for Day One of the course were met.	20	4.15
2. The pre-meeting information was useful.	23	4.56
3. The presenter(s) was knowledgeable.	23	5.00
4. The use of media during the presentation enhanced content information (e.g., overhead, videos, simulation).	23	4.60
5. I will be able to use this information with my job.	23	4.65
6. Overall, I consider the first day of the course beneficial.	23	4.65

The strengths for Day One of the course were:

- Constant information-no down time. Good change of activities and format.
- Sharing in group discussion of the different articles and development of the resource list.
- Information was useful for job; hands on-good experience. Slides were informative, I learn best with visuals.
- The various activities brought home to me the many things we take for granted, and how to step back into the students' learning processes.
- Organization, variety of activities, and professionals sharing information.
- I haven't worked with children and students with various degrees of blindness. Today's lesson gave me some understanding of them, such as blind spots, various field losses, etc.
- The simulation gave a good experience for what it would be like to have these disabilities.
- The focus on a particular case.
- Background information is good and will help. Also, the group discussion because of the diverse knowledge and background of the other students.
- Detailed explanation of syndromes, etc.
- Simulations, small group work.

- Group discussion having done the readings prior to first day; organization and efficiency of day.
- Working in small groups to review articles and share information. Slides to demonstrate vision losses.
- Going over the readings. The overall discussions with the small group.
- IEP review-difficult to pigeon hole and interesting; audiological background.
- Breaking up into small groups; good real life examples.
- The lecture from a knowledgeable source.
- Better understanding of the area of deaf-blind instruction and the beginning of some degree of understanding the personal sense of isolation and frustration of a person who is deaf-blind.
- Better understanding of the four general occurrences of deaf-blind/syndromes and how important knowing all you can about the student is essential!!!
- Content of information, timely break periods, variety of activity.
- The chance to interact with other participants. Getting started along what I think will be a fun adventure.
- Group discussion was beneficial and simulation. was helpful.

Day One could be improved by:

- Introducing everyone (including their involvement with deaf-blind). Of course that would have taken more time.
- No improvement needed.
- Finding a room with larger desk tops.
- Some way to pre-register for parking sticker. Everything else informative and useful.
- Readings being available earlier in the summer.
- Not starting off with an assignment and breaking up into small groups.
- Having handouts of overheads.
- Have class introduce themselves.
- More talk about each simulation and what they are.
- Having the overheads copied so that we could be writing the explanations of each statement instead of only being able to copy the statement.
- Begin on time.
- Structuring simulation (e.g., giving specific lessons for teacher).
- Clearer descriptions of course requirements. That was very confusing.
- Introduction of class members. Not assuming everyone is familiar with all people or programs represented in class or existing in state.
- Everyone introduce self, where they work, maybe how they expect course will assist them.

Other Comments:

- Delay starting-out of lecturer's control; however, cut her time short to accomplish her goals for the day.
- Thanks!
- Course name was misleading to me. I did not realize only deaf-blind impairments would be discussed. I teach autistic students. Occasionally, I see deaf-blind and blind sensory impairments in my students.
- I am learning a lot!!
- The course descriptions were not clear that this course was mostly about deaf-blind. I was expecting to cover lots of other impairments. Go easy on me.
- Could be even more directly focused on cases and sharing of cases.
- Very interesting and applicable.
- Appreciated the overheads to guide as you shared information.
- Visual information (slides) could have been described so that the participant who is blind could appreciate it.
- Sorry for being late.
- Wish readings could have been given out earlier.
- Missed introductions.

IFST 667-Functional Impact of Severe Sensory Impairments

Vision and Hearing Losses

Evaluation Results

August 13, 1996

		N	$\bar{X}$
1.	The objectives for Day two of the course were met.	24	4.29
2.	The pre-meeting information was useful.	24	4.95
3.	The presenter(s) was knowledgeable.	24	5.0
4.	The use of media during the presentation enhanced content information (e.g., overheads, videos, etc.).	24	4.91
5.	I will be able to use this information with my job.	24	4.87
6.	Overall, I consider the second day of the course beneficial.	24	4.91

The strengths for Day Two of the course were:

- Good information about the eye for the student not familiar with the eye and vision (like me)!!
- Enjoy lecture and feedback of students.
- Hands-on and case centered focus.
- Variety of simulators is great.
- Trying the experiments. It helped me to understood the visual or hearing loss better.
- Lots of useful information, sharing, and hands-on practice. Day started on time and moved quickly. Instruction varied and helped make the day both informative and fun.
- Actual hands-on experience was definitely a help for me!
- Simulation and video.
- Simulation activities, resource portion of the jigsaw sessions, and videotape of student (for observational skills).
- Simulation training with field loss. Small group reports.
- Hands-on activities.
- Increased interactions and contributions from fellow students.

- Jigsaw sessions, simulation activities, and Joan's presentation on the eye and ensuing class discussion.
- Discussion of processing versus reception and activities in the afternoon.
- Simulation activities and the video.
- Simulations and videotape.
- Practical screening procedures, clarification of syndromes related to deaf-blind.
- Simulation activities and general discussion.
- Hands-on assessment.
- Presenter varies information and methods of presentation to keep you focused and involved in all aspects of the days work. The use of simulators was extremely useful to reinfroce her oral presentation.
- I think this class is going great. I hope we will be able to fit all of the information in the allotted time.

Day Two could be improved by:

- Providing coffee first thing in the morning.
- Take them to DVI training Center and run them through functional activities.
- Would like to switch jigsaw groups occasionally because it is nice to gain information from other members; the work perspectives offer a different insight.
- No suggestions---just perfect.
- Using other simulators to do the balance so we have a basis of comparison besides just field loss.
- Maybe briefer time and presentations on articles-some resources discussed were unique but some repetitive from yesterday.
- Too bad there is never enough time!

Other Comments:

- Sorry I missed the one half hours in the afternoon!! Know I missed valuable information.
- I felt much more comfortable today knowing that I am not supposed to necessarily have any knowledge of this stuff. It is interesting to try to apply some things to autistic kids.
- It is just amazing to listen to all you know.
- It is hared to cram so much into one day.
- Seemed to need more time to cover planned areas.

IFST 667-Functional Impact of Severe Sensory Impairments

Vision and Hearing Losses in the Context of an Ecological Analysis

Evaluation Results

August 14, 1996

		N	$\bar{X}$
1.	The objectives for Day Three of the course were met.	24	4.54
2.	The pre-meeting information was useful.	24	4.95
3.	The presenter was knowledgeable.	24	5.0
4.	The use of media during the presentation enhanced content information (e.g., overheads, videos, etc.)	23	4.91
5.	I will be able to use this information with my job.	18	4.11
6.	Overall, I consider the third day of the course beneficial.	24	4.95

The strengths for Day Three of the course were:

- Jigsaws, good videos, and tapes.
- The demonstrations (of practical and functional implications of loss). Good job in jigsaw groups.
- I like the eye but love the ear!! Actually I liked both! I also think the discussions and questions are very beneficial.
- Listening to the unfair hearing test gave me a real sense how a mild hearing loss can greatly influence a student's learning style.
- Hearing simulation and videotape of testing.
- Learning about the ear.
- Video presentation.
- Video on auditory assessment.
- Unfair hearing test and tons of resources---GREAT.
- I am really enjoying the exchange of information among professionals.
- Great job!! Have really enjoyed Joan Houghton. Very knowledgeable and a great presenter.
- Really like the tape-unfair hearing test. This was a great three days-wish there was more time to go see some children. It was great to meet you!

- Variety of activities. Videos really bring the information home!
- Hands-on!
- Class participation and input. Video.
- Unfair hearing test. Resources shared during jigsaw session.
- Examples, shared resources, and shortened time for article reviews in groups.
- Once again, I really enjoyed the discussions, the sharing of information from different perspectives. Great pre-reading information.
- Afternoon activities, videos, and discussions following viewing.
- Joan's knowledge of the subject area is fantastic.
- Enjoyed jigsaw sessions.

Day Three could be improved by:

- Good question.
- Chocolate!
- Need more time to discuss the ear!
- Learning more about hearing aids and how they work.
- I think it would be difficult to teach a class then there are so many that have background in the information. Though they may be knowledgeable, I felt that some individuals would take over your class. You see to have enough knowledge and I enjoyed your lectures. You made the days go fast.
- Maybe review class requirements so far tomorrow am when we are coherent!!!
- I felt a little overwhelmed by all instructions at the end of class.
- I would have rather listened to Joan more instead of watching videos of other people's students.

Other Comments:

- The ear can be nibbled; the eye can't be licked.
- One thing I thought best about the class was that you tried to fit so many things in-then were willing to "go with the flow" when things came up. The numerous wonderful handouts you provided will fill in many blanks and provide good information for later. The foundation is the most important part. Great Job! At least I know to call D-B Link!!
- We love the ear!!!
- Thank you so much Joan!!!
- Enjoyed your teaching style! Thank you!!
- Enjoy your flight to Kansas (but why would people live in Kansas??)
- Very motivational speaker, with funny stories and great practical ideas. Thanks!!!

- We have not yet discussed language (English and or ASL) development in children with hearing loses. Big controversial topic, I know...maybe it will be part of next week???
- I like the ear much better than the eye!!
- You tried as much as possible to cover most of the things on your eagenda but you also allowed time for sharing information, clarifying information. Like you, I love the eyes, I like the ears.
- Joan-Thanks so much for sharing your expertise with us. Your are just wonderful!!! These past three days has provided me with valuable information what will translate into improved services for my kids.
- Thanks for these informative three days! I enjoyed learning this information and hope to put it to good use!!!
- Thanks!
- Very interesting learning about the ear, how we hear, and types of losses.

1997

Quality Services for Individuals with Severe Disabilities

Summer Institute Certificate Program
1997 Course Offerings

IFST 667-911 Functional Impact of Severe Sensory Disabilities

Study of the knowledge and skills necessary to develop and provide quality services for individuals with severe sensory impairments and their families. Examines the physiology of the ear and eye, the etiology of sensory losses, the implications of age of onset, and the relation to other physical and mental disabilities. Implications for assessment, individual service planning (IFSP/IEP/IWRP), and program implementation plans will be addressed. The course requires follow-up assignments involving hands-on practical experience during the Fall semester. The course will most benefit persons who are currently serving individuals with severe disabilities, including deaf/blindness or teachers (regular/special education) working in or toward inclusive settings.

Class Dates and Hours: August 18-22, 1997; 9:00 AM - 4:00 PM

IFST 667-912 Team Building and Family Collaboration

The course focuses upon methods and approaches to facilitating partnerships within educational environments, understanding the roles and responsibilities of team membership. The development and implementation of collaborative teaming with students and families, methods for facilitating effective meetings, including setting goals, and evaluating outcomes will also be examined. Course activities include lecture, readings, written and oral assignments during the Fall semester. The course will most benefit persons who are currently serving individuals with severe disabilities or teachers (regular/special education) working in or toward inclusive settings.

Class Dates and Hours: August 11-15, 1997; 9:00AM - 4:00 PM

IFST 667-016 Transdisciplinary Related Services

The course reviews various service delivery models including interdisciplinary, Transdisciplinary and collaborative models for providing services to individuals with severe disabilities within educational and other settings. Specific strategies for matching appropriate modes of service delivery to individual needs will be discussed. Action plans involving strategies will be developed. The course requires follow-up assignments during the Fall semester. The courses will most benefit persons who are currently serving individuals with severe disabilities and teachers (regular/special education) working in or toward inclusive settings.

Class Dates and Hours: June 16-24, 1997; 9:00AM - 4:00PM

Application:

Please complete the enclosed Summer Institute Certificate Program application and mail along with your personal statement to the Center for Disabilities Studies.

Personal Statement:

On a separate piece of paper, please write why you want to participate in Summer Institute Certificate Programs. You may discuss work experience, personal goals, and the like.

Mailing Directions:

Please mail the enclosed certificate application form along with personal statement to:

Center for Disabilities Studies
University of Delaware
101 Alison Hall
Newark, DE 19716

Disability Accommodations:

To request disability accommodations, please contact the Center for Disabilities Studies at 30 days in advance of the program:

Voice:	**302-831-6974**
TDD:	**302-831-4689**
Fax:	**302-831-4690**

Quality Services for Individuals with Severe Disabilities

Summer Institute Certificate Program

Sponsored by:
University of Delaware
Center for Disabilities Studies

University of Delaware
Department of Individual and Family Studies

Delaware Department of Public Instruction

Delaware Program for the Deaf/Blind

Life is changing for individuals with disabilities and their families. Today we recognize that individuals with severe disabilities have the right to make their own life choices and to be part of the mainstream of educational and community life. In order to support these choices we need more qualified personnel to serve individuals with severe disabilities in a variety of public and private educational, health and social service settings. The Quality Services for Individuals with Severe Disabilities Certificate Program is a college credit program designed to deliver state-of-the-art knowledge and skills to individuals from a range of disciplines who seek to be participants and leaders of the developmental disabilities service team.

*** This program is partially funded by Grants from the U.S. Department of Health and Human Services (ADD-Grant #90 DD 0371-01), the U.S. Department of Education (USOE Grant # 84.025A).**

The Quality Services for Individuals with Severe Disabilities Certificate Program offers graduate credit for regular/special education teachers, public/private agency personnel, and community providers who wish to be better prepared to work with individuals with severe disabilities, including deaf/blindness and their families. Through eight Summer Institute Courses over four summers, state-of-the-art knowledge and best practices will be presented on critical topics for the support of creative life-enhancing

What are the Specific Requirements of the Certificate Program?

Completion of the Certificate Program requires enrollment in 8 three-credit, graduate level, Summer Institute seminars. A $25 enrollment fee is payable upon acceptance into the certificate program. Summer Institute Seminar tuition is charged at the standard in and out of state rates for each three credit graduate course. **Summer tuition waivers are available for Delaware Public School Teachers**.

The seminars will be taught by both local and national experts in the areas of severe disabilities including deaf/blindness. At least two seminars will be offered each summer. Participants may enroll in one or both seminars each summer. Individuals completing all eight seminar sessions and their related practical experiences will be awarded their certificate at an appropriate graduation ceremony.

Individuals who do not wish to become a certificate participant may enroll in one or more of the seminars that interest them.

Seminar Topics

- *Functional Impact of Severe Sensory Impairments*
- *Severe Disabilities and Communication*
- *Transdisciplinary Service Delivery*
- *Team Building and Family Collaboration*
- *Assessment and Evaluation of Individuals with Severe Disabilities*
- *Medical Aspects of Severe Disabilities*
- *Functional Aspects of Community Living*
- *Vocational Training and Employment*

Who can apply to the Certificate Program?

- Regular and Special Education Teachers
- State and Private Agency Personnel
- Direct Service Providers (PT, OT, Nurses etc.)
- Those interested in a career in severe disability services

A bachelor's degree or equivalent is required. Advanced undergraduate students enrolled in an accredited baccalaureate degree program may be admitted to individual seminars with the permission of the instructor.

Can I take one or more of the Summer Institute Seminars if I'm not enrolled in the Certificate Program?

Yes. You need not be accepted into the Certificate Program in order to enroll in one or more of the Summer Institute Seminars. You simply register for the course during the regular summer session registration period. Registration will be accepted on a first come–first served basis for openings that remain after Certificate Program enrollees are served. To obtain additional information, please call:

For Course Registration Information:

UD Division of ContinuingEducation	302-831-2741

For Information about the Courses:

Peggy Lashbrook, Delaware Program for the Deaf/Blind	302-454-2305

For Information on the Certificate Program:

Center for Disabilities Studies	302-831-6974

You may exercise the option to apply your work toward the certificate after completing one or more seminars.

Delaware Deafblind Program/University of Delaware

Transdisciplinary Related Services - June 16-20, 1997

Susan Edelman, Instructor

Class Sign In Sheet

SIGN IN BESIDE NAME

		Action Plans
1. Beth Angelini	Angelini, Beth , Teacher DVI	Y
2. Carol Barlow	Barlow, Carol - Teacher, Harbor Healthcare	Y
3. Claudia Bock	Bock, Claudia - Teacher, DSD	Y
4.	~~Brady, Mary Beth - Teacher, DVI~~	
5. D. B.	Briddell, Deborah - Teacher, Sussex Cty Orth Fac	Y
6. Barbara Brooks	Brooks, Barbara - SLP, Leach School	Y
7. Kathleen Caputo	Caputo, Kathi - Audiologist, DSD	Y
8. PAMELA A. CHUNKO	Chunko, Pamela - Teacher, Charlton School	Y
9. Patricia Darlington	Darlington, Patricia - Teacher, Reilly Brown Elem	Y
10. missed 1st day	Detterline, Debbie - Teacher, DSD	Y
11. Charlene Dolgos	Dolgos, Charlene - Teacher, DVI	Y
12. Arlene Finocchiaro	Finocchiaro, Arlene - OT, DSD/Deafblind Program	Y
13. Elizabeth Sheslow	Sheslow, Elizabeth - SLP,	Y
14. Craig R Trefney	Trefney, Craig - Teacher, Seaford SD	Y
15. M Clare Walker	Walker, Clare - Tech Asst, DE Deafblind Prog	Y
16. Jeanette Shenkle	Shenkle, Jeanette - Lombardy	Y
17. Janet Laws	Laws, Janet - Lombardy	Y
18. Peggy Lashbrook	no credit	
19.		
20.		

Delaware Deafblind Program/University of Delaware

Transdisciplinary Related Services - Follow-up

September 22, 1997

Susan Edelman, Instructor

Class Sign In Sheet

SIGN IN BESIDE NAME

1. Beth Angelini	Angelini, Beth
2. Carol Barlow	Barlow, Carol - Teacher, Harbor Healthcare
3. Claudia Bock	Bock, Claudia - Teacher, DSD
4. Debbie Briddell	Briddell, Deborah - Teacher, Sussex Cty Orth Fac
5.	Brooks, Barbara - SLP, Leach School
6. Kathleen R Caputo	Caputo, Kathi - Audiologist, DSD
7. PAMELA CHUNKO	Chunko, Pamela - Teacher, Charlton School
8. Patricia Darlington	Darlington, Patricia - Teacher, Reilly Brown Elem
9. Debbie Detterline	Detterline, Debbie - Teacher, DSD
10. Charlene Dolgos	Dolgos, Charlene - Teacher, DVI
11. Arlene Finocchiaro	Finocchiaro, Arlene - OT, DSD/Deafblind Program
12. Janet Laws	Laws, Janet - Lombardy
13. Jeanette Shenkle	Shenkle, Jeanette - Lombardy
14. Elizabeth Sheslow	Sheslow, Elizabeth - SLP,
15. Craig R Trefney	Trefney, Craig - Teacher, Seaford SD
16. M Clare Walker	Walker, Clare - Tech Asst, DE Deafblind Prog
17.	
18.	
19.	

Delaware Deafblind Program/University of Delaware

Functional Impact of Severe Disabilities Follow-up

October 15, 1997

Class Sign In Sheet

SIGN IN BESIDE NAME

1. Maureen Budd	Budd, Maureen
2. PAMELA CHUNKO	Chunko, Pamela
3. Elizabeth Fitzpatrick	Fitzpatrick, Elizabeth
4. Anne D. Hoffman	Hoffman, Anne
5. Mary Ann Mieczkowski	Mieczkowski, Mary Ann
6. Janet Mutschler	Mutschler, Janet
7. Eileen K Reynolds	Reynolds, Eileen
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Delaware Deafblind Program/University of Delaware

Team Building & Family Collaboration Follow-up

October 22, 1997

Class Sign In Sheet

SIGN IN BESIDE NAME

1. Carol Barlow	Barlow, Carol
2.	Biggs, Neda
3.	Briddell, Deborah
4. Kathleen K Caputo	Caputo, Kathi
5. PAMELA CHUNKO	Chunko, Pam
6.	Darlington, Pat
7. Charlene A. Dolgos	Dolgos, Charlene
8. Ronald K. Engard	Engard, Ron
9. Arlene Finocchiaro	Finocchiaro, Arlene
10. Julie Fisher	Fisher, Julie
11. Ron Powell	Powell, Ron
12.	Sarlouis, Sharon
13. Jeanette Shenkle	Shenkle, Jeanette
14.	Trefney, Craig
15. M Clare Walker	Walker, Clare

Delaware Deafblind Program/University of Delaware

Transdisciplinary Related Services - Follow-up

November 3, 1997

Susan Edelman, Instructor

Class Sign In Sheet

SIGN IN BESIDE NAME

1. Beth Angelini	Angelini, Beth
2. Carol Barlow	Barlow, Carol - Teacher, Harbor Healthcare
3. Claudia Bock	Bock, Claudia - Teacher, DSD
4. Deborah Briddell	Briddell, Deborah - Teacher, Sussex Cty Orth Fac
5. Barbara Brooks	Brooks, Barbara - SLP, Leach School
6. Kathleen Caputo	Caputo, Kathi - Audiologist, DSD
7. PAMELA CHUNKO	Chunko, Pamela - Teacher, Charlton School
8. Patricia Darlington	Darlington, Patricia - Teacher, Reilly Brown Elem
9. Debbie Detterline	Detterline, Debbie - Teacher, DSD
10. Charlene A. Dolgos	Dolgos, Charlene - Teacher, DVI
11. Arlene Finocchiaro	Finocchiaro, Arlene - OT, DSD/Deafblind Program
12. Janet Laws	Laws, Janet - Lombardy
13. Jeanette Shenkle	Shenkle, Jeanette - Lombardy
14. [illegible] Sheslow	Sheslow, Elizabeth - SLP,
15. Craig R. Trefney	Trefney, Craig - Teacher, Seaford SD
16. M. Clare Walker	Walker, Clare - Tech Asst, DE Deafblind Prog
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Delaware Deafblind Program/University of Delaware

Functional Impact of Severe Disabilities Follow-up

November 12, 1997

Class Sign In Sheet

SIGN IN BESIDE NAME

1. Maureen Budd	Budd, Maureen
2. PAMELA CHUNKO	Chunko, Pamela
3. Elizabeth Fitzpatrick	Fitzpatrick, Elizabeth
4. Anne D. Hoffman	Hoffman, Anne
5. Mary Ann Mieczkowski	Mieczkowski, Mary Ann
6. Janet Mutschler	Mutschler, Janet
7. Eileen K Reynolds	Reynolds, Eileen
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1998

Quality Services for Individuals with Severe Disabilities
Summer Institute Certificate 1998 Course Offerings

IFST 667-010 Evaluation and Assessment of Students with Dual Sensory and Multiple Impairments

This course will familiarize the regular or special education teacher, as well as other service providers, with different ways to evaluate and assess both student progress, as well as program effectiveness. A variety of speakers will address topics including: an overview of purpose, tools, and techniques of evaluation and assessment as they relate to students with severe disabilities. Additionally, the participant will examine infant/toddler, early childhood, psychological and therapeutic evaluation processes.

Class Dates and Hours: Monday - Friday, June 15-19, 1998; 9:00 am - 4:00 pm.
Delaware Technical & Community College-Room 414, Terry Campus Dover, DE

Text Requirement:

-Assessment Guidelines, Volume 1,2,3
Assessing Young Children with Dual Sensory and Multiple Impairments (Ages birth to five)

-Assessment Guidelines, Volume 1
Assessing the School-Age Student with Dual Sensory and Multiple Impairments (Ages 6-15)

-Assessment Guidelines, Volume 2
Assessing the Transition Needs of Young Adults with Dual Sensory and Multiple Impairments

-Assessment Guidelines, Volume 3

-Choosing Options and Accommodations for Children (C.O.A.C.H.)

IFST 667-911 Educating the Child with Medical Issues

This course will give an overview of syndromes and conditions that are commonly associated with "severe disabilities". A variety of instructors will address topics including: technology, medications, and relaxation techniques. Additionally issues of implementing an IEP for a child with significant medical issues in the school setting will be examined.

Class Dates and Hours: Monday - Friday, August 17-21, 1998; 9:00 am- 4:00 pm.
Monday, University of Delaware Newark Campus-Room 114 Gore Hall
Tuesday-Friday, Delaware Technical & Community College-Room 414, Terry Campus Dover, DE

Text Requirement:

-Children and Youth Assisted by Medical Technology, 2nd edition

-Text: Children with Disabilities, 4th edition - Batshaw

Application:

Please complete the enclosed Summer Institute Certificate Program application and mail along with your personal statement to the Center for Disabilities Studies.

Personal Statement:

On a separate piece of paper, please write why you want to participate in Summer Institute Certificate Programs. You may discuss work experience, as well as personal goals.

Mailing Directions:

Please mail the enclosed certificate application form along with personal statement to:

Center for Disabilities Studies
University of Delaware
101 Alison Hall
Newark, DE 19716

Disability Accommodations:

To request disability accommodations, please contact the Center for Disabilities Studies at 30 days in advance of the program:

Voice:	**302-831-6974**
TDD:	**302-831-4689**
Fax:	**302-831-4690**

Quality Services for Individuals with Severe Disabilities

Summer Institute Certificate Program

Sponsored by:
University of Delaware
Center for Disabilities Studies

University of Delaware
Department of Individual and Family Studies

Delaware Department of Education

Delaware Program for the Deafblind

Life is changing for individuals with disabilities and their families. Today we recognize that individuals with severe disabilities have the right to make their own life choices and to be part of the mainstream of educational and community life. In order to support these choices we need more qualified personnel to serve individuals with severe disabilities in a variety of public and private educational, health and social service settings. The Quality Services for Individuals with Severe Disabilities Certificate Program is a college credit program designed to deliver state-of-the-art knowledge and skills to individuals from a range of disciplines who seek to be participants in and leaders of the developmental disabilities service team.

* This program is partially funded by Grants from the U.S. Department of Health and Human Services (ADD-Grant #90 DD 0475-01), the U.S. Department of Education (USOE Grant # 84.025A).

The Quality Services for Individuals with Severe Disabilities Certificate Program offers graduate credit for regular/special education teachers, public/private agency personnel, and community providers who wish to be better prepared to work with individuals with severe disabilities, including deafblind and their families. Through eight Summer Institute Courses over four summers, state-of-the-art knowledge and best practices will be presented on critical topics for the support of creative life-enhancing alternatives for individuals with severe disabilities.

What are the Specific Requirements of the Certificate Program?

Completion of the Certificate Program requires enrollment in 8 three-credit, graduate level, Summer Institute seminars. A $25 enrollment fee is payable upon acceptance into the certificate program. Summer Institute Seminar tuition is charged at the standard in and out of state rates for each three credit graduate course. **Summer tuition waivers are available for Delaware Public School Teachers**.

The seminars will be taught by both local and national experts in the areas of severe disabilities including deafblind. At least two seminars will be offered each summer. Participants may enroll in one or both seminars each summer. Individuals completing all eight seminar sessions and their related practical experiences will be awarded their certificate at an appropriate graduation ceremony.

Individuals who do not wish to become a certificate participant may enroll in one or more of the seminars that interest them.

Seminar Topics

- *Functional Impact of Severe Sensory Impairments*
- *Severe Disabilities and Communication*
- *Transdisciplinary Service Delivery*
- *Team Building and Family Collaboration*
- *Assessment and Evaluation of Individuals with Severe Disabilities*
- *Medical Aspects of Severe Disabilities*
- *Functional Aspects of Community Living*
- *Vocational Training and Employment*

Who can apply to the Certificate Program?

- Regular and Special Education Teachers
- State and Private Agency Personnel
- Direct Service Providers (PT, OT, Nurses etc.)
- Those interested in a career in severe disability services

A bachelor's degree or equivalent is required. Advanced undergraduate students enrolled in an accredited baccalaureate degree program may be admitted to individual seminars with the permission of the instructor.

Can I take one or more of the Summer Institute Seminars if I'm not enrolled in the Certificate Program?

Yes. You need not be accepted into the Certificate Program in order to enroll in one or more of the Summer Institute Seminars. You simply register for the course during the regular summer session registration period. Registration will be accepted on a first come–first served basis for openings that remain after Certificate Program enrollees are served. To obtain additional information, please call:

For Graduate Credit Course Registration Information:

UD Division of Continuing Education	302-831-2741

For Information about the Courses:

Peggy Lashbrook, Delaware Program for the Deafblind	302-454-2305

For Information on the Certificate Program:

Center for Disabilities Studies	302-831-6974

You may exercise the option to apply your work toward the certificate after completing one or more seminars.

Delaware Deafblind Program/University of Delaware

Evaluation of Students with Sensory Multiple Impairments

June 15, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #		
		Bock, Claudia	13/35
1. Jamie Fuller Bafundo	Leach 4055	Bafundo, Jamie Fuller	17/35
2. Carol H. Barlow	Sussex Elementary Consortium	Barlow, Carol	16/35
3. Maureen Budd	454-2380	Budd, Maureen	15/35
4. Kathleen K Caputo	STERCK 454-2301	Caputo, Kathi	11/35
5. PAMELA CHUNKO	? HOME 697-8588	Chunko, Pamela	3/35
6. Karen Clark	Capital 378-7875	Clark, Karen	9/35
7. Charlene A. Dolgos	DVI 577-6200 x21	Dolgos, Charlene	11/35
8. Ronald R. Engard	CSCV/302/995-8617	Engard, Ronald	14/35
9. Arlene Finocchiaro	302-798-8054	Finocchiaro, Arlene	16/35
10. E L Fitzpatrick	WW/323-2951	Fitzpatrick, Elizabeth	23/35
11. Ailene Ickes	Bush EEC - 479-1617 S 475-4017 H	Ickes, Ailene	16/35
12. Wendy Krieger	Early Choices 323-5370	Krieger, Wendy	19/35
13. Sharon Lyons	Colonial-Castle Hills 323-2415	Lyons, Sharon	8/35
14. Jayne Marshall	Bader (REACH) 323-1350	Marshall, Jayne	I
15. Mary Minker	J. Smith 454-2174 Home 239-8334	Minker, Mary	11/35
16. Did not show		Mullins, Kathryn	
17. Sara Russell	Ennis School 856-1930	Russell, Sara	
18. Katherine Schirm	TBA 3254042	Schirm, Katherine	16/35
19. Jeanette Shenkle	Lombardy 762-7190	Shenkle, Jeanette	17/35
20. Elizabeth Sheslow	Colonial: 429-4062	Sheslow, Elizabeth	8/35
21. Craig Trefney		Trefney, Craig	9/35
22. Cathy Vaughn Buskirk	Red Clay - Dickinson H.S. (992-5512)	Vaughn, Cathy Buskirk	4/35
23. Elizabeth Walker	DSD/Sterck 454-2301	Walker, Elizabeth	13/35
24. Clare Walker	DSD (Sterck) 454 2305	Walker, Clare	7/35
Claudia Bock	Sterck 454-2301	Bock, Claudia	

Delaware Deafblind Program/University of Delaware

Evaluation of Students with Sensory Multiple Impairments

June 16, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie F Bafundo	Leach 429 4055	Bafundo, Jamie Fuller
2. Carol Barlow	SEC -645-7210	Barlow, Carol
3. Maureen Budd	454 - 2380	Budd, Maureen
4. Kathleen R Caputo	173-48-8674	Caputo, Kathi
5. PAMELA CHUNKO!	697-8588	Chunko, Pamela
6. Karen Clark	Capital 378-7875	Clark, Karen
7. Charlene A. Dolgos	DVI 577-6200 x21	Dolgos, Charlene
8. Ronald R. Engard	CDW(NC) 995-8617	Engard, Ronald
9 Arlene Finocchiaro	DSD 454-2301	Finocchiaro, Arlene
10. E L Fitzpatrick	WW -323-2951	Fitzpatrick, Elizabeth
11. Ailene Ickes	Home 475-4017	Ickes, Ailene
12. Wendy Krieger	Erly Child [illegible]	Krieger, Wendy
13. Sharon Lyons	Colonial Castle Hills 323 2915	Lyons, Sharon
14. Jayne M. Marshall	454-5959 Ext 200 BRADER	Marshall, Jayne
15. Mary L. Minker	239-8334 J. Smith 454-2174	Minker, Mary
16.		~~Mullins, Kathryn~~
17. Sara Russell	home 424-1606	Russell, Sara
18. Katherine Schirm	Home 325-4042	Schirm, Katherine
19. Jeanette Shenkle	475-1310	Shenkle, Jeanette
20. Elizabeth Sheslow	H- 762-[illegible] [illegible]-062	Sheslow, Elizabeth
21. Craig Trefney	Seaford H/S 629-4525	Trefney, Craig
22. Cathy Buskirk	Dickinson/Meadowood 302-992-5512	Vaughn, Cathy Buskirk
23. Elizabeth Walker	454-2301 DSD	Walker, Elizabeth
24. M Clare Walker	DSD 454-2305	Walker, Clare
Claudia Bock	DSD 454-2301	Bock Claudia

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Delaware Deafblind Program/University of Delaware

Evaluation of Students with Sensory Multiple Impairments

June 17, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 4294055	Bafundo, Jamie Fuller
2. Carol Barlow	SEC 645-7210	Barlow, Carol
3. Maureen Budd	454-2380	Budd, Maureen
4. Kathleen K Caputo	DSD 454-2062	Caputo, Kathi
5.		Chunko, Pamela
6. Karen Clark	CSD 378-7875	Clark, Karen
7. Charlene A. Dolgos	DVI/577-6200 x21	Dolgos, Charlene
8.		Engard, Ronald
9. Arlene Finocchiaro	DSD 454-2301	Finocchiaro, Arlene
10. Elizabeth Fitzpatrick	Wallin 323-2950	Fitzpatrick, Elizabeth
11. Ailene Ickes	475-4017	Ickes, Ailene
12. Wendy Krieger	Early Choices 323-5370	Krieger, Wendy
13. Sharon Lyons	Castle Hills 323-2915	Lyons, Sharon
14. Jayne M. Marshall	454-5959 Ext 200 323-1350 home	Marshall, Jayne
15. Mary L. Minker	454-2174 J. Smith 239-8334 home	Minker, Mary
16.		~~Mullins, Kathryn~~
17. Sara Russell	hm 424-1606	Russell, Sara
18. Katherine Schirm	Home 325-4042	Schirm, Katherine
19. Jeanette Shenkle	Lombardy 762-7190	Shenkle, Jeanette
20. Elizabeth Sheslow	H 762-4406. Leach 429-4062	Sheslow, Elizabeth
21. C. Trefney		Trefney, Craig
22. Cathy Buskirk	H-610-485-9736 Till July 1 W-302-993-5512	Vaughn, Cathy Buskirk
23. Elizabeth Walker	Summer # 454-4700 DSD	Walker, Elizabeth
24. Clare Walker	DSD 454 2305	Walker, Clare
Claudia Bock	DSD 454-2301	Bock, Claudia

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Delaware Deafblind Program/University of Delaware

Evaluation of Students with Sensory Multiple Impairments

June 18, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 4294255	Bafundo, Jamie Fuller
2. Carol Barlow	SEC 445-7210	Barlow, Carol
3. Maureen Budd	454-2380	Budd, Maureen
4. Kathleen R Caputo	DSD 454-2062	Caputo, Kathi
5. Pamela Chunko	697-8588 Home	Chunko, Pamela
6. Karen Clark	CSD 378-7875	Clark, Karen
7. Charlene A. Dolgos	DVI/577-6200 X21	Dolgos, Charlene
8.		Engard, Ronald
9. Arlene Finocchiaro	DSD 454-2301	Finocchiaro, Arlene
10. Elizabeth Fitzpatrick	Wallin-323-2950	Fitzpatrick, Elizabeth
11. Ailene Ickes	475-4017	Ickes, Ailene
12. Wendy Krieger	Early Choices 323-5370	Krieger, Wendy
13. Sharon Lyons	Castle Hills 323-2915	Lyons, Sharon
14. Jayne M. Marshall	454-5959 Ext 200 323-1350 home	Marshall, Jayne
15. Mary L. Minker	454-2174 J Smith 239-8334 home	Minker, Mary
16.		Mullins, Kathryn
17. Sara Russell	hm 424-1606	Russell, Sara
18. Katherine Schirm	Home 325-4042	Schirm, Katherine
19.		Shenkle, Jeanette
20. Elizabeth Sheslow	W 429-4062 H 762-406	Sheslow, Elizabeth
21. C Trefney		Trefney, Craig
22. Cathy Buskirk	New Home # 369-8472	Vaughn, Cathy Buskirk
23. Elizabeth Walker	454-2301 DSD	Walker, Elizabeth
24. Clare Walker	DSD 454-2305	Walker, Clare
Claudia Bock	DSD 454-2301	Bock, Claudia

Delaware Deafblind Program/University of Delaware

Evaluation of Students with Sensory Multiple Impairments

June 19, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 4294055	Bafundo, Jamie Fuller
2. Carol Barlow	SEC. 645-7210	Barlow, Carol
3. Maureen Budd	(H) 998-4192	Budd, Maureen
4. Kathleen R Caputo	454-2062 DSD	Caputo, Kathi
5. PAMELA CHUNKO	697-8588	Chunko, Pamela
6. Karen Clark	378-7875 Capital S.D.	Clark, Karen
7. Charlene A. Dolgos	DVI 577-6200X21	Dolgos, Charlene
8.		Engard, Ronald [illegible]
9.		Finocchiaro, Arlene [illegible]
10. Elizabeth Fitzpatrick	Wallin/323-2950	Fitzpatrick, Elizabeth
11. Ailene Ickes	Bush - 429-1617	Ickes, Ailene
12. Wendy Krieger	Early Choices 323-5370	Krieger, Wendy
13. Sharon Lyons	Castle Hills 323-2915	Lyons, Sharonne [illegible]
14. Jayne Marshall	Brader 454-5959 Ext 200	Marshall, Jayne
15. Mary L. Minker	J Smith 454-2174 ext 193	Minker, Mary
16.		~~Mullins, Kathryn~~
17. Sara Russell	Ennis 856-1930	Russell, Sara
18. Katherine Schirm	Home 325-4042	Schirm, Katherine
19. Jeanette Shenkle	302-762-7190	Shenkle, Jeanette
20. Elizabeth Sheslow	[illegible] H 762-4063	Sheslow, Elizabeth
21. Craig R Trefney		Trefney, Craig
22. Cathy Vaughn Buskirk	Dickinson H.S. - [illegible] 302-992-5512 work	Vaughn, Cathy Buskirk
23. Elizabeth Walker	454-2301 DSD	Walker, Elizabeth
24. Clare Walker	454-2305 DSD	Walker, Clare
Claudia Bock	454-2301 DSD	Bock, Claudia

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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE

adapted from
Earl McCallon, Ph.D

24 students; 24 responses

WORKSHOP TITLE: "Evaluation and Assessment of Children with Dual Sensory and Multiple Impairments"

PRESENTER: Jerry Petroff **DATE:** 6/15-16(am)/ 98

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was:	Excellent	Poor
	[✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1 17 5 1 1	
2. The objectives of the workshop were:	Clearly Evident	Vague
	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 15 7 2	
3. The work of the presenter(s) was:	Excellent	Poor
	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 20 3 1	
4. The ideas and activities presented were:	Very Interesting	Dull
	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 17 3 4	
5. The scope (coverage) was:	Very Adequate	Inadequate
	[✓ 7] [✓ 6] [✓ 5] 4 [✓ 3] 2 1 14 8 1 1	
6. My attendance at this workshop should prove:	Very Beneficial	No Benefit
	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 17 5 2	
7. Overall, I consider this workshop:	Excellent	Poor
	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 19 4 1	

8. What features of this workshop were most beneficial?

"Functional aspect of info presented; Jerry is, by his own admission, better when he has a chance to present interactivity (i.e., when he doesn't have to cover so much, in such brief compass.); Jerry - He's wonderful and always provides the best info - his enthusiasm is contagious and usually keeps me going till about February. Finally, the "nuts & bolts" and process of the ecological inventory will definitely incorporate more often and pass info along to others. My first instructional intro to the subject; Jerry's expertise, task analysis; Presenter's enthusiasm and breadth of knowledge. He raced through the material, felt we could have spent more time (days) on these topics; I was glad to review a task analysis process, how that I'm working with more involved students; Very enthusiastic presenter, however, I did not see the prereading referenced during his time with us; I feel that this workshop will help me to re-organize my goals and objectives for my students and will help me to see my students in a more "functional ability" way; Scope-needed more info - all this info was totally new. Have never had any training whatsoever - I would like more info on his classes he teaches in this way I may get the training I so desperately want and need; Have a follow-up session on instructional strategies; Use of examples of real students, humor, accepting attitude, impact, functional curriculum, discussion, including decision paradigm: "teach, accept, support", discussion with others. Better overall knowledge and information about functional assessment, too much information was covered at one time, I liked the hands-on work and wish there was more time to discuss and work together; Task analysis, classroom environment; Class stays lively, questions/answers and discussion permitted and encouraged; Overview was clear and appropriate, frustration was Jerry always wanting to share more; Examples of assessment devices and their practical purposes and adaptations, Enthusiasm! We all need an injection every so often; More on functional assessment for young children - play; Exchange of ideas and discussion of points."

9. Will you share information received from this workshop with co-workers, other [✓ service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

24 students; 22 responses

WORKSHOP TITLE: "Evaluation and Assessment of Children with Dual Sensory and Multiple Impairments"

PRESENTER: Ann Downes **DATE:** 6/16/98 (pm)

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. **The organization of the workshop was:** Excellent 7 6 5 4 3 2 1 Poor
   3 5 8 6
2. **The objectives of the workshop were:** Clearly Evident 7 6 5 4 3 2 1 Vague
   7 6 7 2
3. **The work of the presenter(s) was:** Excellent 7 6 5 4 3 2 1 Poor
   5 6 8 3
4. **The ideas and activities presented were:** Very Interesting 7 6 5 4 3 2 1 Dull
   2 8 8 3 1
5. **The scope (coverage) was:** Very Adequate 7 6 5 4 3 2 1 Inadequate
   1 4 6 8 3
6. **My attendance at this workshop should prove:** Very Beneficial 7 6 5 4 3 2 1 No Benefit
   3 3 6 5 3 2
7. **Overall, I consider this workshop:** Excellent 7 6 5 4 3 2 1 Poor
   6 6 5 5

8. What features of this workshop were most beneficial?

"Evident that presenter spent a great deal of time in preparation, workshop may have been more valuable if Anne could have explained the services (or range of services) provided by Child Watch, assessment info was not very helpful; Anne would have been better off doing the whole thing at vignettes from actual cases; Needed to hear what was done in state, would like info regarding what happens after evaluation i.e. referrals to other agencies, periods of follow-up; Clinical look at tests, how they don't work; Liked having the video tape - would have appreciated seeing more of the tape to see testing happening, also copies of tests or test kits referred to would have been helpful; I needed more background in development of young children, my own personality needs someone like Jerry teaching to gain and keep my interest - but the info was valuable; Anne's expertise in dealing with parents was very beneficial, I would have liked to learn more; Real life examples, "hands on", experience with cases; Video, ideas for testing children; I work with older students and have studied play based assessment so in all Anne showed where Delaware is now; The cope of information had limited use for my particular field; I would have liked to have more of the medical observations; More nursing information."

9. Will you share information received from this workshop with [✓ co-workers], other [✓ service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

24 students; 24 responses

WORKSHOP TITLE: "Evaluation and Assessment of Children with Dual Sensory and Multiple Impairments"

PRESENTER: Michael Gamel-McCormick **DATE:** 6/17/98

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent [✓ 7] [✓ 6] 5 4 3 2 1 Poor
22 2
2. The objectives of the workshop were: Clearly Evident [✓ 7] [✓ 6] 5 4 3 2 1 Vague
22 2
3. The work of the presenter(s) was: Excellent [✓ 7] [✓ 6] 5 4 3 2 1 Poor
22 2
4. The ideas and activities presented were: Very Interesting [✓ 7] [✓ 6] [✓ 5] 4 3 2 1 Dull
22 1 1
5. The scope (coverage) was: Very Adequate [✓ 7] [✓ 6] 5 [✓ 4] 3 2 1 Inadequate
22 1 1
6. My attendance at this workshop should prove: Very Beneficial [✓ 7] [✓ 6] 5 4 3 2 1 No Benefit
22 2
7. Overall, I consider this workshop: Excellent [✓ 7] [✓ 6] 5 4 3 2 1 Poor
22 1

8. What features of this workshop were most beneficial?

"Lots of info - great; Information I had previous knowledge of but useful to hear again, especially since my work settings have changed and is changing again this fall; Michael has gobs of info but with this audience he's preaching to the choir, instruments for evaluation were good to see; Although a significant portion of the presentation presented ideas for intervention more extreme than I need, the concepts are easily adaptable to the groups I work with and will cross over well; Presenter was able to bridge research - concepts - real kids, ideas presented were well supported and explained, historically and practically, these ideas can be directly implemented into my preschool program; Would have liked to spend more time here; I found this day the best, TPBA is something I would like to do with all of my children (regular and special). It was a more active day with more opportunities for discussion/activities; Assessment scales, learning about multiple impairments; Michael made us familiar with specific research and researchers. His program was interactive and he clearly covered what he intended to cover; Enjoyed looking at various tools, videos on play assessment, very knowledgeable instructor, Again because this info is so new to me I do feel lost and need more time - the arena observation is great but not having the background so many of these people have I am not sure of what or how to look at the information gathered. Again, I would like info on how to access these people and how to get info on the classes they teach; Would like time to brain storm more regarding how to successfully pull out parts of evals appropriate to child, how does collaborative assessment team write report, Looking at tools available for assessing students and the discussion on determining which tools can be used for different students; I enjoyed watching the video to complement the class discussions; Excellent and well presented subject matter - very informative and enjoyable; Combination of lecture, activity and video tape - the variety was so helpful to keep the day moving; This presenter was extremely knowledgeable in his presentation and hit upon many concerns of teachers of students with severe disabilities; Looking at various testing tools, presenter is very knowledgeable and engages students on task at all times, too much to cover in one day; Always a pleasure, knows his stuff cold, extremely well organized, (again, too bad there wasn't more time for presenter/audience exchange); Expertise of the instructor, copies of assessments - many I had never seen simply because they aren't used in my particular setting, as always I appreciate the copied overheads; Different assessment tools"

9. Will you share information received from this workshop with [✓ co-workers], other [✓ service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

24 students; 24 responses

WORKSHOP TITLE: **"Evaluation and Assessment of Children with Dual Sensory and Multiple Impairments"**

PRESENTER: **Colette Horn, Ph.D.** **DATE:** **6/18/98 (am)**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. **The organization of the workshop was:**	Excellent	7 6 5 4 3 2 1 17 7	Poor
2. **The objectives of the workshop were:**	Clearly Evident	7 6 5 4 3 2 1 17 6 1	Vague
3. **The work of the presenter(s) was:**	Excellent	7 6 5 4 3 2 1 18 3 3	Poor
4. **The ideas and activities presented were:**	Very Interesting	7 6 5 4 3 2 1 16 3 3 2	Dull
5. **The scope (coverage) was:**	Very Adequate	7 6 5 4 3 2 1 16 6 2	Inadequate
6. **My attendance at this workshop should prove:**	Very Beneficial	7 6 5 4 3 2 1 15 5 2 2	No Benefit
7. **Overall, I consider this workshop:**	Excellent	7 6 5 4 3 2 1 17 5 1 1	Poor

8. What features of this workshop were most beneficial?

"Info presented - overheads; I had never seen any role for psychologist other than numbers - it was enlightening, Colette has very practical and informative ideas for assessing students with severe disabilities. It would really be wonderful if she could address psychologists in our area; Definitely a positive experience to have a psychologist who values all levels of kids and adapts methods to get functionally related information; The handouts were exceptional and useable - good references; I'm not sure; Too much info in too short of a time. Nice to know of someone who enjoys assessing DB students; Knowing a psychologist can evaluate other ways - I wish more psychologists could hear the presentation; Interesting to hear about the changes in the way a very select few (unfortunately) are now doing psychological assessments; Finding out how a good psychologist can and should assess students with multiple impairments to find out what a child can do; Being made aware of what a psychological evaluation can look like; Good information - well presented; Everything. Wish there had been more time for A & A/TA; I would love to have her as an on-hand resource - everything was meaningful; Very knowledgeable - wish she could do training for Delaware school psychologists; Can we clone her!!! She needs to be hired to train psych in Christina District; Her scope and approach to assessment supported all other presenter's ideas. A functional outcome-focused assessment."

9. Will you share information received from this workshop with [✓ co-workers], other [✓ service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE

adapted from
Earl McCallon, Ph.D

24 students; 23 responses

WORKSHOP TITLE: **"Evaluation and Assessment of Children with Dual Sensory and Multiple Impairments"**

PRESENTER: **Debra Kiser** DATE: **6/18/98 (pm)**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. The organization of the workshop was: Excellent 7 6 5 4 3 2 1 Poor
14 6 3

2. The objectives of the workshop were: Clearly Evident 7 6 5 4 3 2 1 Vague
16 4 3

3. The work of the presenter(s) was: Excellent 7 6 5 4 3 2 1 Poor
17 5 1

4. The ideas and activities presented were: Very Interesting 7 6 5 4 3 2 1 Dull
15 5 3

5. The scope (coverage) was: Very Adequate 7 6 5 4 3 2 1 Inadequate
12 6 5

6. My attendance at this workshop should prove: Very Beneficial 7 6 5 4 3 2 1 No Benefit
13 5 5

7. Overall, I consider this workshop: Excellent 7 6 5 4 3 2 1 Poor
14 6 3

8. What features of this workshop were most beneficial?

"Wonderful - again a wonderful resource I didn't know it was there, really gave me great ideas I can take back with me and use immediately, really excited; Transfers, talking about Move; The Move curriculum is wonderful! We could have an entire day for assessment and evaluation on Move. It works; Great assessment tools referenced; Gaining an overview of "all" PT areas and how they relate to education; Debbie has so much to share and offer I was disappointed that she spent time on "what a PT does"; Actual hands on ideas when working with students. Debbie is an incredibly talented PT. If she had more time, I would have enjoyed more practical ideas for positioning; The most beneficial part of this (and several other) workshop(s) often turns out to be the discussion of cases and the Q&A/TA that follows; Having movement activities, to 'feel' what our student's experience; Doing the activities making them real; Move curriculum - hope to hear more about it in the future; She ran out of time. Debbie has so much to offer, we could spend 1-2 days with her. I'd like to know more about Move program; Explanation of stages of learning for Move: acquisition, fluency, maintenance - simulations and explanations; Would like further info for more mildly delayed children with motor and endurance for functional mobility; After being in class all day, I'm a believe that if it's supposed to end at a certain time, it needs to end at that time, while still allowing for a conclusion. Never did find out what the wheelchair was for. Very knowledgeable in her area so easily could have been an all day session; I felt too much time was spent on what a PT does and how she/he fits into the school program - would have preferred more time spent on Move."

9. Will you share information received from this workshop with [✓ co-workers], other [✓ service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

24 students; 23 responses

WORKSHOP TITLE: **"Evaluation and Assessment of Children with Dual Sensory and Multiple Impairments"**

PRESENTER: **Arlene Finocchiaro** DATE: **6/19/98 (am)**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. **The organization of the workshop was:**	Excellent	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 18 4 1	Poor
2. **The objectives of the workshop were:**	Clearly Evident	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 16 5 2	Vague
3. **The work of the presenter(s) was:**	Excellent	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 20 1 2	Poor
4. **The ideas and activities presented were:**	Very Interesting	[✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1 15 4 3 1	Dull
5. **The scope (coverage) was:**	Very Adequate	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 16 4 3	Inadequate
6. **My attendance at this workshop should prove:**	Very Beneficial	[✓ 7] [✓ 6] [✓ 5] [✓ 4] 3 2 1 15 5 2 1	No Benefit
7. **Overall, I consider this workshop:**	Excellent	[✓ 7] [✓ 6] [✓ 5] 4 3 2 1 17 4 2	Poor

8. What features of this workshop were most beneficial?

"Knowing different terms and activities that go with the terms, working with strategies in an integrated approach; Having materials to share (curriculums...) so we could see what the presenter uses to assess, prereading and literature provide a nice resource; Arlene did a great job and gave wonderful handout information; Orientation to OT therapy, stories about how cold object and needs were turned to practical functional interventions and the results, info included in reading sect.; The detailed explanation/examples of the way sensory processing affects learning; Case studies - co-workers need more in this area. It is so complex and Arlene was limited by time; Sensory motor interventions; Information about different assessment devices, finding out what an OT does and new ideas in their field; Very nice ideas and insight; Detailed definitions, explanations of functional applicability; Sensory interaction and glossary of terms, good ref. For assessments; Learning "OT" words and how they applied to kids; Anecdotal stories help explain technical terms - help it make sense; have a resource (smile), presented in a very user friendly fashion; Can we clone her? Terrific job Arlene!; Sensory integration definition and explanation."

9. Will you share information received from this workshop with [✓ co-workers], other [✓ service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

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Delaware Deafblind Program/University of Delaware

Evaluation and Assessment of Children with Severe Disabilities

October 13, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 429-4055	Bafundo, Jamie
2.		Barlow, Carol
3.		Bock, Claudia
4. Maureen Budd	Glasgow H.S. 454-2381 [illegible] 107	Budd, Maureen
5. Cathy Buskirk	Dickinson 992-5512	Buskirk , Cathy
6.		Caputo, Kathi
7. Karen Clark.	North Dover 672-1980	Clark, Karen
8. PAMELA A. CHUNKO	—— 697-8588	Chunko, Pam
9. Charlene A. Dolgos	DVI 577-6200 x21	Dolgos, Charlene
10. Ronald R. Engard	CDW-Livestone 995-[illegible]	Engard, Ron
11. Arlene Finocchiaro	454-2301 Sterck	Finocchiaro, Arlene
12. Elizabeth Fitzpatrick	Wallin 323-2950	Fitzpatrick, Betty
13. Ailene Ickes	Bush - 479-1617	Ickes, Ailene
14.		Krieger, Wendy
15. Sharon Lyons	Castle Hills 323-2915	Lyons, Sharon
16. Jayne Marshall	Brader 454-5959 Ext 200	Marshall, Jayne
17. Mary Minker	J. Smith Elem. 454-2174	Minker, Mary
18. Sara Russell	Ennis School 856-1930	Russell, Sara
19. Kathy Schirm	Leach 429-4055	Schirm, Kathy
20. Jeanette Shenkle	Lombardy Elem. 762-7190	Shenkle, Jeanette
21. Elizabeth Sheslow	Leach 429-4062	Sheslow, Elizabeth
22. Craig Trefney		Trefney, Craig
23. Clare Walker	DSD 454 2305	Walker, Clare
24.		Walker, Elizabeth

Delaware Deafblind Program/University of Delaware

Evaluation and Assessment of Children with Severe Disabilities

Cracker-barrel Session

November 10, 1998

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 4294055	Bafundo, Jamie
2. Carol H. Barlow	SEC 645-72-10	Barlow, Carol
3. Claudia Bock	DSD 454-2301	Bock, Claudia
4.		Budd, Maureen
5.		Buskirk , Cathy
6. Kathleen K Caputo	DSD 454-2062	Caputo, Kathi
7. Pamela A Chunko	697-8588	Chunko, Pam
8. Karen Clark	North Dover Ele. Capital School District 672-1980	Clark, Karen
9. Charlene Dolgos	DVI 577-6200 x 21	Dolgos, Charlene
10. Ron Engard	[illegible] 995-8617	Engard, Ron
11.		Finocchiaro, Arlene
12.		Fitzpatrick, Betty
13.		Ickes, Ailene
14. Wendy Krieger	Early CHOICES 323-5370	Krieger, Wendy
15. Sharon Lyons	Castle Hills Colonial S.D. 323-2915	Lyons, Sharon
16.		Marshall, Jayne
17.		Minker, Mary
18. Sara Russell	Ennis 856-1930	Russell, Sara
19. Kathy Schirm	Leach 429.4055	Schirm, Kathy
20.		Shenkle, Jeanette
21. Elizabeth Sheslow	Leach 429-4055	Sheslow, Elizabeth
22. CR Trefney		Trefney, Craig
23. Clare Walker	DSD 454 2305	Walker, Clare
24. Elizabeth Walker	DSD 454-2301	Walker, Elizabeth

Delaware Deafblind Program/University of Delaware

Evaluation and Assessment of Children with Severe Disabilities

Cracker-barrel Session

November 16, 1998

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 4294055	Bafundo, Jamie
2. Claudia Bock	DSD 454-2301	Bock, Claudia
3. Maureen Budd	Glasgow HS 454-2380	Budd, Maureen
4. Kathleen R Caputo	DSD 454-2062	Caputo, Kathi
5. Pamela Chunko	697-8585	Chunko, Pam
6.		Detterline, Debbie
7. Charlene A. Dolgos	DVI 577-6200 X21	Dolgos, Charlene
8. Ron Engard	[illegible] 995-8617	Engard, Ron
9. Arlene Finocchiaro	454-2301	Finocchiaro, Arlene
10. Betty Fitzpatrick	Wallin 323-2950	Fitzpatrick, Betty
11. Joanna Goss	Maclary 454-2142	Goss, Joanna
12. Monica Harrison	Brown Elem. 697-8621	Harrison, Monica
13. Ailene Ickes	Bush EEC 479-1617	Ickes, Ailene
14. Sally Knotts (Sara H.)	Pleasantville 323-2935	Knotts, Sally
15. Sharon Lyons	Castle Hills 323-2915	Lyons, Sharon
16. Jayne Marshall	Brader - 454-5959 Ext 200	Marshall, Jayne
17. Laura Mathis	Leach 429-4055	Mathis, Laura
18. Eileen Reynolds	DPH 739-5376	Reynolds, Eileen
19.		Robinson, Joan
20. Sara Russell	Ennis 856-1930	Russell, Sara
21. Kathy Schirm	Leach 429-4055	Schirm, Kathy
22. Jeanette Shenkle	Lombardy Elem. 762-7190	Shenkle, Jeanette
23.		Spence, Vicki
24. Craig R Trefney	seaford Dist 629-4525	Trefney, Craig
25. Clare Walker	DSD 454 2305	Walker, Clare
26. Susan Wiggins	Gauger Cobbs 454-2179	Wiggins, Sue

Delaware Deafblind Program/University of Delaware

Educating the Child with Medical Issues

August 17 (am), 1998 (Dr. Susan Stine)

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie F Bafundo	Leach 429 4055	Bafundo, Jamie Fuller
2.		Barlow, Carol
3. Claudia Bock	DSD 454-2301	Bock, Claudia
4. Maureen Budd	DHSS. 454-2380	Budd, Maureen
5. Kathleen K Caputo	454-2062 / 454-2301	Caputo, Kathi
6. PAMELA A. CHUNKO	697-8588	Chunko, Pamela
7. Debbie Detterline	DSD 454-2301	Detterline, Debbie
8. Charlene R. Dolgos	DVI 577-6200 X21	Dolgos, Charlene
9. Ronald R. Engard	CAW/Livestone 991-5617	Engard, Ronald
10. Arlene Finocchiaro	454-2301	Finocchiaro, Arlene
11. Elizabeth Fitzpatrick	WW 323-2950 / 731-5138	Fitzpatrick, Elizabeth
12. Joanna Goss	Maclary - 368-0546	Goss, Joanna
13. Monica Harrison	CR [illegible] - Brown Elem 697-2101	Harrison, Monica
14. Ailene Ickes	Bush EEC H - 475 4017	Ickes, Ailene
15. Sara H. Knotts	Pleasantville 323-2935	Knotts, Sara
16.		~~Kosinski, Daphne~~
17. Sharon Lyons	Castle Hills 323-2915	Lyons, Sharon
18. Jayne Marshall	Brader 454-5959 Ext 200	Marshall, Jaynen
19. Laura Mathis	Leach 429-4055	Mathis, Laura
20. Joan McIlwain Roberson	Leach 429-4055	McIlwain, Joan
21.		Mullins, Kathryn
22. Eileen Reynolds	[illegible]	Reynolds, Eileen
23. Sara Russell	Ennis 856-1930	Russell, Sara
24. Katherine Schirm	Leach / 429-4055	Schirm, Katherine
25. Jeanette Shenkle	Lombardy 762-7190	Shenkle, Jeanette
26. VICKI SPENCE	DOE 739-4667	Spence, Vicki
27. Craig Trefney	Seaford HS 629-4525	Trefney, Craig
28.		Vaughn, Cathy Buskirk
29. M Clare Walker	DSD 454 2305	Walker, Clare
30. Susan Wiggins	Gauger MS Christina 454-2149.	Wiggins, Susan
31.		Zimmerman, Judith

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Delaware Deafblind Program/University of Delaware

Educating the Child with Medical Issues

August 18-19, 1998 (Kay Johnson, R.N.)

Class Sign In Sheet

SIGN IN BESIDE NAME	work site/telephone #		8/19
1. Jamie F Bafundo	Leach 4294055	**Bafundo, Jamie Fuller**	✓
2.		**Barlow, Carol**	
3. Claudia Bock	DSD 454-2301	**Bock, Claudia**	✓
4. Maureen Budd	DHS 454-2380	**Budd, Maureen**	✓ 8/1
5. Kathleen M Caputo	DSD 454-2062/454-2301	**Caputo, Kathi**	✓
6. PAMELA A CHUNKO	697-8588	**Chunko, Pamela**	✓
7. Debbie Detterline	DSD 454-2301	**Detterline, Debbie**	✓
8. Charlene M Dolgos	DVI 577-6200 x21	**Dolgos, Charlene**	
9. Ronald M. Engard	CSW/Livestone 841-7617	**Engard, Ronald**	✓
10. Arlene Finocchiaro	454-2301	**Finocchiaro, Arlene**	✓
11. CL Fitzpatrick	323-2950 - Wallin	**Fitzpatrick, Elizabeth**	✓
12. Joanna Goss	Maclary 454-2142	**Goss, Joanna**	✓
13. Monica Harrison	Brown Elem 697-2101	**Harrison, Monica**	✓8/19
14. Ailene Ickes	[illegible] H-475-4017	**Ickes, Ailene**	✓
15. Sara H. Knotts	Pleasantville 323-2953	**Knotts, Sara**	✓
16.		**Kosinski, Daphne**	
17. Sharon Lyons	Castle Hills 323-2915	**Lyons, Sharon**	SL
18. Jayne Marshall	Brader Elem 454-5959 Ext 20	**Marshall, Jaynen**	✓
19. Laura M. Mathis	Leach 429-4055	**Mathis, Laura**	
20. Joan Kay Peterson	429-4055	**McIlwain, Joan**	✓
21.		**Mullins, Kathryn**	
22. E. K. Reynolds	739-5376 DPH	**Reynolds, Eileen**	✓
23. Sara Russell	Ennis 856-1930	**Russell, Sara**	✓SR
24. Katherine Schirm	Leach/429-4055	**Schirm, Katherine**	✓
25. Jeanette Shenkle	Lombardy 762-7190	**Shenkle, Jeanette**	✓
26. VICKI L SPENCE	DOE	**Spence, Vicki**	✓
27. C R Trefney	Seaford	**Trefney, Craig**	✓
28.		**Vaughn, Cathy Buskirk**	
29. M Clare Walker	454 2305 DSD	**Walker, Clare**	✓
30. Susan Wiggins	[illegible]	**Wiggins, Susan**	✓
31.		**Zimmerman, Judith**	

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Delaware Deafblind Program/University of Delaware

Educating the Child with Medical Issues

August 20-21(am), 1998 (Dr. Donna Lehr)

Class Sign In Sheet

8/21

SIGN IN BESIDE NAME	work site/telephone #		
1. Jamie L Bafundo	Leach 429 4055	Bafundo, Jamie Fuller	✓JB
2.		Barlow, Carol	
3. Claudia Bock	Sterck DSD 4542301	Bock, Claudia	✓
4. Maureen Budd	GNS. 454-2380	Budd, Maureen	✓
5. Kathleen K Caputo	DSD 454-2301 / 454-2062	Caputo, Kathi	✓
6. P. CHUNKO!	697-8588	Chunko, Pamela	PAC!
7. Debbie Detterline	DSD 454-2301	Detterline, Debbie	✓
8. Charlene A. Dolgos	DVI 577-6200 x21	Dolgos, Charlene	
9. Ronald R. Engard	CIEW/Limestone [illegible]	Engard, Ronald	RRE
10. Arlene Finocchiaro	454-2301	Finocchiaro, Arlene	✓
11. Elizabeth Fitzpatrick	323-2950	Fitzpatrick, Elizabeth	eff
12. Joanna Goss	Maclary 454-2142	Goss, Joanna	✓
13. Monica Harrison	Brennen Sch 697-2101	Harrison, Monica	✓M
14. Ailene Ickes	Bush - H 475-4017	Ickes, Ailene	✓ ai
15. Sara H. Knotts	Pleasantville 323-2935	Knotts, Sara	✓SHK
16.		Kosinski, Daphne	
17. Sharon Lyons	Castle Hills 323-7915	Lyons, Sharon	✓SL
18. Jayne Marshall	Brader 454-5959	Marshall, Jaynen	JM
19. Laura Mathis	Leach 429-4055	Mathis, Laura	LM
20. Joan Kay Robinson	429-4055	McIlwain, Joan	JR
21.		Mullins, Kathryn	
22. Eileen Reynolds		Reynolds, Eileen	
23. Sara Russell	Ennis 856-1930	Russell, Sara	SR
24. Katherine Schirm	Leach / 429-4055	Schirm, Katherine	✓
25. Jeanette Shenkle	Lombardy 762-7190	Shenkle, Jeanette	✓
26. Vicki Spence	DOE / 739-4667	Spence, Vicki	✓
27. C Trefney	Seaford HS 629-4525	Trefney, Craig	
28.		Vaughn, Cathy Buskirk	
29. Clare Walker	DSD 454 2305	Walker, Clare	✓
30. Susan Wiggins	454-2149	Wiggins, Susan	✓
31.		Zimmerman, Judith	

BEST COPY AVAILABLE

WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: "Educating the Child with Medical Issues"

PRESENTER: Dr. Susan Stein **DATE:** 8/17//98 (am)

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

25 participants

1. The organization of the workshop was:	Excellent								Poor
		7	6	5	4	3	2	1	
Participant Responses:		16	7	2	0	0	0	0	
2. The objectives of the workshop were:	Clearly Evident								Vague
		7	6	5	4	3	2	1	
Participant Responses:		15	6	4	0	0	0	0	
3. The work of the presenter(s) was:	Excellent								Poor
		7	6	5	4	3	2	1	
Participant Responses:		15	9	1	0	0	0	0	
4. The ideas and activities presented were:	Very Interesting								Dull
		7	6	5	4	3	2	1	
Participant Responses:		12	11	1	1	0	0	0	
5. The scope (coverage) was:	Very Adequate								Inadequate
		7	6	5	4	3	2	1	
Participant Responses:		14	10	1	0	0	0	0	
6. My attendance at this workshop should prove:	Very Beneficial								No Benefit
		7	6	5	4	3	2	1	
Participant Responses:		13	8	3	1	0	0	0	
7. Overall, I consider this workshop:	Excellent								Poor
		7	6	5	4	3	2	1	
Participant Responses:		15	8	2	0	0	0	0	

8. What features of this workshop were most beneficial?

Participant Responses:

"Great presenter - very informative!"

"The information covered a wide scope - but it was done well."

"Learning characteristics of various syndromes."

"Good info - some medical terms."

"A foundation for the causes of disabilities."

"The textbook is excellent."

"Appreciated attention to dual diagnosis."

"Needed to talk a little louder."

"At times, Dr. Stein spoke too softly, especially when she turned her head toward the screen."

"I appreciated the slides of patients that had the various syndromes."

"Depth of knowledge. I was intrigued/inspired by dual diagnosis."

Over

"Opportunity to ask questions; the organization was wonderful! Although the pre-reading was long, it provided a great background!"

"Information about the syndromes."

"There were many terms that I had no idea what they meant - syndromes, meds, etc. Too advanced for me. Liked the slides showing examples of students with specific syndromes."

"It can function at a kind of sampler. A lot of information on a variety of topics - with the opportunity delve deeper into any one."

"Outline excellent. Speaker has soft voice in classroom but information presented in clear simplistic terms."

9. Will you share information received from this workshop with [✓ co-workers], [✓ other service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Educating the Child with Medical Issues"**

PRESENTER: **Pam Bushnell/Diane NeCastro** DATE: **8/17//98 (pm)**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

25 participants

1. The organization of the workshop was:	Excellent						Poor
	7	6	5	4	3	2	1
Participant Responses:	19	5	1	0	0	0	0

2. The objectives of the workshop were:	Clearly Evident						Vague
	7	6	5	4	3	2	1
Participant Responses:	18	7	0	0	0	0	0

3. The work of the presenter(s) was:	Excellent						Poor
	7	6	5	4	3	2	1
Participant Responses:	19	6	0	0	0	0	0

4. The ideas and activities presented were:	Very Interesting						Dull
	7	6	5	4	3	2	1
Participant Responses:	18	5	2	0	0	0	0

5. The scope (coverage) was:	Very Adequate						Inadequate
	7	6	5	4	3	2	1
Participant Responses:	19	4	2	0	0	0	0

6. My attendance at this workshop should prove:	Very Beneficial						No Benefit
	7	6	5	4	3	2	1
Participant Responses:	17	5	3	0	0	0	0

7. Overall, I consider this workshop:	Excellent						Poor
	7	6	5	4	3	2	1
Participant Responses:	20	3	2	0	0	0	0

8. What features of this workshop were most beneficial?

Participant Responses:

"I enjoyed the presentation and all info presented.!!"

"The information helped to clarify what parents go through and how I can help as a professional."

"Information on grieving and mourning."

"Process broken down into concrete steps, examples shared."

"Very general toward med. Profession. Would like more for classroom teacher."

"This was very moving. We have to be constantly reminding ourselves to put ourselves in the parent's shoes."

"Excellent presentation on grief process and coping strategies."

"Sharing of experiences from duPont and other settings."

"Ideas on presenting "news" to parents for the first time; sensitivity to parents."

"Everything"

"Dealing with a loss and grief was most beneficial."

Over

"Both speakers excellent."

"Appreciated experience of presenters."

"It helped me understand what people go through who have a child with disabilities."

"Presenter knowledge and dialogue."

"The expertise of the presenters!"

"More hands-on, participatory stuff geared to cases would have been helpful. This got abstract/analytical and repetitive."

"A resource to parents and to fellow teachers. I could have used this when I lost a student. Both for family and myself."

9. Will you share information received from this workshop with [✓ co-workers,] [✓ other service providers,] [✓ clients,] [✓ families] and [✓ students?] (circle all that apply)

WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Educating the Child with Medical Issues"**

PRESENTER: **Kay Johnson, R.N.** **DATE:** **8/18-19/98**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

25 participants

1. The organization of the workshop was:	Excellent							Poor
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0
2. The objectives of the workshop were:	Clearly Evident							Vague
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0
3. The work of the presenter(s) was:	Excellent							Poor
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0
4. The ideas and activities presented were:	Very Interesting							Dull
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0
5. The scope (coverage) was:	Very Adequate							Inadequate
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0
6. My attendance at this workshop should prove:	Very Beneficial							No Benefit
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0
7. Overall, I consider this workshop:	Excellent							Poor
		7	6	5	4	3	2	1
Participant Responses:		25	0	0	0	0	0	0

8. What features of this workshop were most beneficial?

Participant Responses:

"Seeing and using equipment. Most entertaining and easy to listen to speaker!!"

"Presenters' relaxed funny presentation; presenters' awesome knowledge base"

"All aspects - a fantastic two days. Seeing the equipment and having serious information presented in a lighthearted non judgmental manner was invaluable. Thank you Kay - you were great."

"Good examples - human perspective. Lighthearted approach to serious matters."

"I am sure I would be more comfortable with severely handicapped children with involved medical issues since attending the past two days. This presenter was excellent!!"

"The presenter; this was very informative, interesting and enjoyable."

"Having the equipment here was wonderful. To be able to see real pictures and hear real stories was so helpful. Thank you Kay!

"Massage techniques, information presented with a splash of humor."

Over

"Becoming so familiar with treatments and equipment that I can become creative during treatment. Our model has always been separate times - nurses vs. Teachers - we will cross that barrier."

"Down to earth, hands on, practical, with lots of humor.

"It was one of the best classes I've had in this program. Very informative. Very up beat for serious topics. Thank you."

"Answers for questions were great. Presentation is wonderful, especially for topic and clientele we work with."

"I will use so much of the information I learned. I am hoping to have a child with more significant needs in my class this year, because I am ready to learn more. Thank you so much for taking away my fears."

"This was one of the best two days I have spent. All info was relative to my students."

"At the edge of my seat all day - wonderful info. Haven't had medically involved before but will look forward rather than apprehensive after today."

"This was a great introduction to medical needs of students. Kay was wonderful! She has motivated me to do research on my own."

"Kay is a wonderful speaker who can share the most technical information in a down to earth manner. She has been most helpful in giving new suggestions for the most technically challenged children. Thank you Kay.!

"The humor vs. So often we become so grave. Seeing the little ways to make things fun for the kids and us."

"Most informative and entertaining session in my three summers of this program. High energy level of presenter."

"Presenter was wonderful! Humorous but very serious and knowledgeable. Great to see all the machines and staff!

"All areas presented were most beneficial. Kay was very humorous and person in her presentation. She was wonderful!"

"Teachers need to feel comfortable with medical procedures that are done in their room so that they don't panic".

"Every thing - massage info on technology, just everything! What a dynamic speaker. Good parent and child perspectives!"

"I feel much more comfortable with the tech regarding feeding and oxygen."

9. Will you share information received from this workshop with [✓ co-workers], [✓ other service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Educating the Child with Medical Issues"**

PRESENTER: **Dr. Donna Lehr** **DATE:** **8/20-21 (am) 98**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

25 participants

1. The organization of the workshop was: Excellent — Poor

	7	6	5	4	3	2	1
Participant Responses:	8	4	9	2	1	1	0

2. The objectives of the workshop were: Clearly Evident — Vague

	7	6	5	4	3	2	1
Participant Responses:	6	6	9	2	0	2	0

3. The work of the presenter(s) was: Excellent — Poor

	7	6	5	4	3	2	1
Participant Responses:	11	4	5	2	3	0	0

4. The ideas and activities presented were: Very Interesting — Dull

	7	6	5	4	3	2	1
Participant Responses:	8	4	7	3	1	2	0

5. The scope (coverage) was: Very Adequate — Inadequate

	7	6	5	4	3	2	1
Participant Responses:	6	7	7	3	0	2	0

6. My attendance at this workshop should prove: Very Beneficial — No Benefit

	7	6	5	4	3	2	1
Participant Responses:	10	5	5	3	1	1	0

7. Overall, I consider this workshop: Excellent — Poor

	7	6	5	4	3	2	1
Participant Responses:	7	6	7	3	1	1	0

8. What features of this workshop were most beneficial?

Participant Responses:

"Through legal issues - discussion on cases, review of the health care forms; First day was unnecessary info - would have loved to do day 2 as day 1 and go into more inclusion practices and even see a written IEP for these children with all their components."

"I have more empathy for special needs students and I realize there are not easy answers but I now have materials and a little background to be a change agent."

"Donna's preliminary work could have been shorter because we had so much of it the first few days. When she got to educational incorporation in the last hour she got to things I wanted and needed and had expected. I really liked her flexibility to go with our interest in inclusion on the fist day of her presentation - she really was good but not as efficient as I wished."

Over

"The presenter knew the subject matter and given a bit more structure could have better conveyed the info. I think that some of the problem stemmed from the tangents that we were on. She seemed excited about the subject and eager to present it. The info from the book will be very useful in a practical setting."

"Very well informed. Very fundamental issues. It was often useful/enlightening to sit in a room full of smart people, all with different agency and/or disciplinary takes, and listen to the different perspectives on what the problem is."

"Use of documentation for health plan. Discussion of variety of situations in state."

"I really enjoyed the info on Friday concerning history court cases, implications thereof. Also covering the health care plan. You have caused me to think about my actions and interactions with relationship to children with health care needs."

"This was a lot of information for 1.5 days, almost too much - could have been 5 day discussions. Book and forms included are great. Dr. Lehr's knowledge is apparent and her flexibility and ability to answer all questions is admirable."

"Being prepared for emergencies, ensuring safe care for students and staff. Also advocating for the education of the student with medical issues."

"Nice lecture, but more hands on - videos would have been nice!"

"Was information about responsibility and liability."

"Enjoy haring about court cases, knowledge about current practices, especially other states forms from Children and Youth."

"Visionary thinking. IEP planning share."

"The medical checklists"

"Review of Children & Youth...to demonstrate ways this could be used in school; better understanding of legal issues and interpretation of IDEA; sharing among class members to brainstorm with Donna"

"Presenter tended to ramble. Presenter appeared to underestimate the knowledge base of class members."

"Addendum material should have been given out first day or prior with readings so discussions would have been more fruitful."

"Materials provided were most helpful. Will use document section as realty plan in school. Presenter could have been more focused to topics of inclusion on legal matters in relation to instructional needs of children."

9. Will you share information received from this workshop with [✓ co-workers,] [✓ other service providers,] [✓ clients,] [✓ families] and [✓ students?] (circle all that apply)

MEDICAL [illegible]

Delaware Deafblind Program/University of Delaware

~~**Evaluation and Assessment of Children with Severe Disabilities**~~

Cracker-barrel Session

October 26, 1998

SIGN IN BESIDE NAME	work site/telephone #	
1. Jamie Bafundo	Leach 429 4055	Bafundo, Jamie
2. Claudia Bock	DSD 454-2301 ~~368-14~~	Bock, Claudia
3. Maureen Budd	G.H.S. 454-2381 Ext 107	~~Budd~~, Maureen
4. Kathleen M Caputo	454-2162	Caputo, Kathi
5. PAMELA A. CHUNKO	697-8588	Chunko, Pam
6. Deborah L Detterline	454-2301	Detterline, Debbie
7. Charlene A Dolgos	577-6200 x21	Dolgos, Charlene
8. Ronald Engard	CSW/[illegible] 995-8607	Engard, Ron
9. Arlene Finocchiaro	DSD 454-2301	Finocchiaro, Arlene
10. Betty Fitzpatrick	323-2950	Fitzpatrick, Betty
11. Joanna Goss	Maclary 454-2142	Goss, Joanna
12. Monica Harrison	697-2101	Harrison, Monica
13. Ailene Ickes	479-1617	Ickes, Ailene
14. Sara H. Knotts	323-2935	Knotts, Sally
15. Sharon Lyons	323-2915	Lyons, Sharon
16.		Marshall, Jayne
17. Laura Mathis	Leach 429-4055	Mathis, Laura
18. Eileen Reynolds	739-5376	Reynolds, Eileen
19. Joan Kay Robinson	~~[illegible]~~ Leach-429-4055	Robinson, Joan
20. Sara Russell	Ennis School 856-1930	Russell, Sara
21. Kathy Schirm	Leach 429-4055	Schirm, Kathy
22. Jeanette Shenkle	Lombardy 762-7190	Shenkle, Jeanette
23. V. Spence	DOE 739-4667	Spence, Vicki
24. C.R. Trefney	Seaford H.S. 629-4525	Trefney, Craig
25. Clare Walker	D.S.D-Deafblind Prog 454 230[illegible]	Walker, Clare
26. Susan Wiggins	Gauger 454-2149.	Wiggins, Sue

1999

Quality Services for Individuals with Severe Disabilities
Summer Institute Certificate 1999 Course Offering

IFST 667-010 "Functional Curriculum for Students with Severe Disabilities: Early Childhood/Elementary"

This course will review current theoretical foundations and laws which impact the education of students with severe disabilities. Curriculum development, as well as the integration of state standards and alternate assessment, will be explored for students in early childhood and elementary programs.

Class Dates/Hours/Place: Monday - Friday, June 21-25*, 9:00 am - 4:00 pm
Delaware Technical & Community College, Terry Campus - Dover, Room 407A

Student Cap: 25

Text Requirement: TBA

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IFST 667-911 "Functional Curriculum for Students with Severe Disabilities: Secondary/Young Adulthood"

Class Dates/Hours/Place: Monday - Friday, August 16-20* - 9:00 am - 4:00 pm
Delaware Technical & Community College, Terry Campus - Dover, Room 407A

This course will review current theoretical foundations, laws and best practices relevant to curriculum development for secondary students. The focus will include transition, vocational and independent living issues, as well as integration of state standards and alternate assessment relevant to secondary students.

Student cap: 25

Text Requirement: TBA

*In lieu of Fall Reporting Out Sessions, prerequisite includes two three-hour evening sessions in early June. These will give an overview of common information pertinent to both classes. Students taking both classes are required to attend these sessions one time.

Application:

Please complete the enclosed Summer Institute Certificate Program application and mail to the Center for Disabilities Studies.

Mailing Directions:

Please mail the enclosed certificate application form to:

Center for Disabilities Studies
University of Delaware
101 Alison Hall
Newark, DE 19716

Disability Accommodations:

To request disability accommodations, please contact the Center for Disabilities Studies at 30 days in advance of the program:

Voice:	**302-831-6974**
TDD:	**302-831-4689**
Fax:	**302-831-4690**

Quality Services for Individuals with Severe Disabilities

Summer Institute Certificate Program

Sponsored by:
University of Delaware
Center for Disabilities Studies

University of Delaware
Department of Individual and Family Studies

Delaware Department of Education

Delaware Program for the Deafblind

Life is changing for individuals with disabilities and their families. Today we recognize that individuals with severe disabilities have the right to make their own life choices and to be part of the mainstream of educational and community life. In order to support these choices we need more qualified personnel to serve individuals with severe disabilities in a variety of public and private educational, health and social service settings. The Quality Services for Individuals with Severe Disabilities Certificate Program is a college credit program designed to deliver state-of-the-art knowledge and skills to individuals from a range of disciplines who seek to be participants in and leaders of the developmental disabilities service team.

*** This program is partially funded by Grants from the U.S. Department of Health and Human Services (ADD-Grant #90 DD 0475-01), the U.S. Department of Education (USOE Grant # 84.025A).**

The Quality Services for Individuals with Severe Disabilities Certificate Program offers graduate credit for regular/special education teachers, public/private agency personnel, and community providers who wish to be better prepared to work with individuals with severe disabilities, including deafblind and their families. Through eight Summer Institute Courses over four summers, state-of-the-art knowledge and best practices will be presented on critical topics for the support of creative life-enhancing alternatives for individuals with severe disabilities.

What are the Specific Requirements of the Certificate Program?

Completion of the Certificate Program requires enrollment in 8 three-credit, graduate level, Summer Institute seminars. A $25 enrollment fee is payable upon acceptance into the certificate program. Summer Institute Seminar tuition is charged at the standard in and out of state rates for each three credit graduate course. **Summer tuition waivers are available for Delaware Public School Teachers.**

The seminars will be taught by both local and national experts in the areas of severe disabilities including deafblind. At least two seminars will be offered each summer. Participants may enroll in one or both seminars each summer. Individuals completing all eight seminar sessions and their related practical experiences will be awarded their certificate at an appropriate graduation ceremony.

Individuals who do not wish to become a certificate participant may enroll in one or more of the seminars that interest them.

Seminar Topics

- *Functional Impact of Severe Sensory Impairments*
- *Severe Disabilities and Communication*
- *Transdisciplinary Service Delivery*
- *Team Building and Family Collaboration*
- *Assessment and Evaluation of Individuals with Severe Disabilities*
- *Medical Aspects of Severe Disabilities*
- *Functional Curriculum for Students with Severe Disabilites: Early Childhood/Elementary*
- *Functional Curriculum for Students with Severe Disablities: Secondary/Young Adulthood*

Who can apply to the Certificate Program?

- Regular and Special Education Teachers
- State and Private Agency Personnel
- Family & Direct Service Providers (PT, OT, Nurses etc.)
- Those interested in a career in severe disability services

A bachelor's degree or equivalent is required. Advanced undergraduate students enrolled in an accredited baccalaureate degree program may be admitted to individual seminars with the permission of the instructor.

Can I take one or more of the Summer Institute Seminars if I'm not enrolled in the Certificate Program?

Yes. You need not be accepted into the Certificate Program in order to enroll in one or more of the Summer Institute Seminars. You simply register for the course during the regular summer session registration period. Registration will be accepted on a first come–first served basis for openings that remain after Certificate Program enrollees are served. To obtain additional information, please call:

For Graduate Credit Course Registration Information:

UD Division of Continuing Education	302-831-2741

For Information about the Courses:

Peggy Lashbrook, Delaware Program for the Deafblind	302-454-2305

For Information on the Certificate Program:

Center for Disabilities Studies	302-831-6974

You may exercise the option to apply your work toward the certificate after completing one or more seminars.

Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Early Childhood/Elementary and Secondary/Young Adulthood Pre-Class Session
June 10, 1999
Jerry Petroff, Instructor

6/17 ✓

SIGN IN BESIDE NAME	Please add position and workplace	
1. Jamie Baf	Bafundo, Jamie	✓
2.	Barlow, Carol	
3.	Budd, Maureen	✓ M.B. ✓
4.	Chunko, Pamela – Teacher, Deafblind Program	17th
5.	Cleary, Donna	✓ D.C.
6.	Marguerite Smith Diehl	✓
7. Charlene A. Dolgos	Dolgos, Charlene – Teacher, DVI	CAD
8.	Finocchiaro, Arlene – OT, DSD, Deafblind Program	✓
9.	Foley, Jennifer	
10.	Gichner, Joanne [illegible] Preschool / Kindergarten Resource	
11.	Glanden, Carol High School Special Ed. Seaford	✓
12.	Graefe, Gwen CHP Teacher H.T. Ennis	✓
13.	Hoffman, Royce	✓
14.	Howard, Paula	
15.	Ickes, Ailene	
16. Nancy Jones	Jones, Nancy Instructional Assistant Centreville Middle School	n.m.g. ✓
17. Michael LeCompte	LeCompte, Michael	
18.	Lyons, Sharon	✓
19.	Marshall, Jayne Jayne M. Marshall	
20. Sandra A. Robeson	Robeson, Sandra Sandra A. Robeson	✓
21.	Russell, Sara, DB Teacher, Ennis School	

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22.		Shenkle, Jeanette – Lombardy	
23.		Sheslow, Elizabeth	
24.		Spence, Vicki	
25.	Craig R. Trefney	Trefney, Craig – Teacher, Seaford SD	
26.		Walker, Clare – Tech Asst, DE Deafblind Prog	✓
27.		Webber, Debra	
28.		Workman, Carol Delozier	✓
29.		Worden, Melinda	✓
30.	Joan M. Yulduzian	Yulduzian, Joan ✓ 74	
31.	Elizabeth Walker	✓	
32.	Jon Engaard		✓
33.	Michael LeCompte		✓ ML.
34.	Peggy Lashbrook		✓
35.			
36.			
37.			

ATTENTION EARLY CHILDHOOD/ELEMENTARY (JUNE CLASS):

BE SURE TO PICK UP YOUR PREREADING ASSIGNMENT/ARTICLES TO TAKE WITH YOU TONIGHT.

Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Early Childhood/Elementary
June 21, 22am, 1999
Stacey Dymond, Instructor

SIGN IN BESIDE NAME	Please add position and workplace
1. Jamie Bafundo	Bafundo, Jamie Teacher, Leach School
2. Carol Barlow	Barlow, Carol
3. PAMELA A. CHUNKO	Chunko, Pamela – Teacher, Deafblind Program
4. Donna Cleary	Cleary, Donna - KN Teacher - Regular Ed. Castle Hills School - Colonial
5. Marguerite Diehl	Marguerite Smith Diehl - School Nurse→Glasgow H.S. Also floater nurse for Christina School District
6. Charlene E. Dolgos	Dolgos, Charlene – Teacher, DVI
7. Ronald R. Engard	Engard, Ron DOE Liaison to CSW - Limestone Rd, Wilm.
8. Arlene Finocchiaro	Finocchiaro, Arlene – OT, DSD, Deafblind Program
9. Joanne Gichner	Gichner, Joanne Resource Preschool & Kindergarten Indian River Sc. Dist.
10. Carol Glanden	Glanden, Carol 9th Special Ed Seaford
11. Gwen Graefe	Graefe, Gwen CHI Teacher H.T. Ennis School
12. Royce Hoffman	Hoffman, Royce Inclusion Facilitator Seaford School District
13. Paula Howard	Howard, Paula SLP / IRSD
14. Ailene Ickes	Ickes, Ailene Bush School - EC Teacher - 479-1617
15. Nancy M. Jones	Jones, Nancy Para-professional, Instructional assist. Centreville Middle School Q.A.Co. MD.
16. Michael LeCompte	LeCompte, Michael Psychologist.
17. Sharon Lyons	Lyons, Sharon ILC - Kindergarten Castle Hills - Colonial S.D.
18.	Marshall, Jayne ✓ pm
19. Sara Russell	Russell, Sara, DB Teacher, Ennis School
20. Jeanette Shenkle	Shenkle, Jeanette – Lombardy
21. Elizabeth Sheslow	Sheslow, Elizabeth
22. VICKI SPENCE	Spence, Vicki Resident Teacher DOE Inclusion Project
23. CR Trefney	Trefney, Craig – Teacher, Seaford SD

24. M Clare Walker	Walker, Clare – Tech Asst, DE Deafblind Prog
25. Debra Webber	Webber, Debra Teacher, Leach School
26. Melinda B. Worden	Worden, Melinda
27. Carol Delozier, Workman	Workman, Carol Delozier Seaford
28.	Yulduzian, Joan Joan Yulduzian Talley Middle Schoo
29.	
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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Functional Curriculum for Students with Severe Disabilities: Elementary"**

PRESENTER: Stacey Dymond **DATE:** 6/21,22-am/99

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. **The organization of the workshop was:** Excellent 7 6 5 4 3 2 1 Poor
18 5 2
2. **The objectives of the workshop were:** Clearly Evident 7 6 5 4 3 2 1 Vague
18 4 3
3. **The work of the presenter(s) was:** Excellent 7 6 5 4 3 2 1 Poor
16 6 2 1
4. **The ideas and activities presented were:** Very Interesting 7 6 5 4 3 2 1 Dull
14 7 4
5. **The scope (coverage) was:** Very Adequate 7 6 5 4 3 2 1 Inadequate
11 9 5
6. **My attendance at this workshop should prove:** Very Beneficial 7 6 5 4 3 2 1 No Benefit
13 9 3
7. **Overall, I consider this workshop:** Excellent 7 6 5 4 3 2 1 Poor
15 7 3

8. What features of this workshop were most beneficial?

"Good ideas for overheads to use in training that I do, good ideas for info to include in training modules; Functional useful skills that I will use to improve my ability to plan and evaluate my work and impact on students; she was excellent; The making of a good classroom, how to develop a functional curriculum; Hands on experience, but sure didn't like hanging up my awful artwork; Stacey did an excellent job providing information that was practical in the classroom. I appreciate as a regular KN teacher, the hands on activities; To realize a "small change" in my teaching strategies can make a positive difference; Task analysis work in a team; She frameworked best practice for someone coming in to work with kids with severe disabilities. Our school has demanded at least the level she discussed in puzzle piece fashion – her global attitude would help staff's affirmation; The task analysis info was good; Good pace to explore new concepts, same info review; Data collection review was very beneficial; Look at functional curriculum, prompts, age appropriate activities, improved inclusion, task analysis; Experience based examples; video examples, discussion; all activities were great – I really would like more time for collaboration with my fellow staff members; Learned how to a TA; The task analysis information will be helpful to me next year; Very articulate speaker, lots of examples; The nuts and bolts of teaching methods (for a non-teacher) were very useful, Interesting, good review and beyond."

9. Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (circle all that apply) (all circled)

[illegible]
Tuesday June 22 1999

Michael Allongite
Nicki Spence
Carol Barlow
Peggy Hoffman
Carol Workman
[illegible]
[illegible]
Joan Yulduzian
[illegible]
Renee Henan
Joann Giani
Sharon Lyons
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

Ruth Acker !
Carol Glaunder
Ron Engard
[illegible]
Nora Russell

Melinda Worden
Nancy Jones

PEGGY
LASH BROOK

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Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Early Childhood/Elementary
June 22pm, 1999
Michael Gamel-McCormack, Instructor

SIGN IN BESIDE NAME	Please add position and workplace
1.	Bafundo, Jamie
2.	Barlow, Carol
3.	Chunko, Pamela – Teacher, Deafblind Program
4.	Cleary, Donna
5.	Marguerite Smith Diehl
6.	Dolgos, Charlene – Teacher, DVI
7.	Engard, Ron
8.	Finocchiaro, Arlene – OT, DSD, Deafblind Program
9.	Gichner, Joanne
10.	Glanden, Carol
11.	Graefe, Gwen
12.	Hoffman, Royce
13.	Howard, Paula
14.	Ickes, Ailene
15.	Jones, Nancy
16.	LeCompte, Michael
17.	Lyons, Sharon
18.	Marshall, Jayne
19.	Russell, Sara, DB Teacher, Ennis School
20.	Shenkle, Jeanette – Lombardy
21.	Sheslow, Elizabeth
22.	Spence, Vicki
23.	Trefney, Craig – Teacher, Seaford SD

24.	Walker, Clare – Tech Asst. DE Deafblind Prog
25.	Webber, Debra
26.	Worden, Melinda
27.	Workman, Carol Delozier
28.	Yulduzian, Joan
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33.	
34.	
35.	

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: "Functional Curriculum for Students with Severe Disabilities: Elementary"

PRESENTER: Michael Gamel-McCormack **DATE:** 6/22/99

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

1. **The organization of the workshop was:** Excellent 7 6 5 4 3 2 1 Poor
17 6 3

2. **The objectives of the workshop were:** Clearly Evident 7 6 5 4 3 2 1 Vague
14 7 5

3. **The work of the presenter(s) was:** Excellent 7 6 5 4 3 2 1 Poor
18 7 1

4. **The ideas and activities presented were:** Very Interesting 7 6 5 4 3 2 1 Dull
15 8 2

5. **The scope (coverage) was:** Very Adequate 7 6 5 4 3 2 1 Inadequate
16 7 3

6. **My attendance at this workshop should prove:** Very Beneficial 7 6 5 4 3 2 1 No Benefit
17 6 2 1

7. **Overall, I consider this workshop:** Excellent 7 6 5 4 3 2 1 Poor
15 7 3

8. What features of this workshop were most beneficial?

"Michael is always a wonderful presenter – his warmth and validation of every person's opinion is especially reinforcing; Learned something really, truly did not know – terminology PAD Pervasive Autism Disorder-interesting true to form, rushed; Basic instructional strategies and teaching cognitive development sequence skill; Information about early childhood was helpful; Ability to talk among professionals, one problem – wish the presenter had more than one afternoon to present his info; Early childhood education is not just "play" – it was a very good way to show development is more than play; All have been beneficial; Dr. McCormack's responsiveness to the group and his ability to build on ideas of the group to carry out his agenda; Enjoyed the quotes he shared, the reaffirming that it is alright to be involved emotionally, basic instruction strategies for young child was nicely defined and covered; Handouts; The discussions were intersting; The discussion Michael led around the (decontextualized) process of Programming for developmental prerequisites was interesting; Working with 5 & 6 year old this info was important for me; Some ws review but some info sparked whole new targets to explore, lots of food for thought, small group task wsa fruitful; Discussing needs of children with severest of disabilities; Developmentally appropriate vs. functionality, linking skills to those already possessed, repeated/systematic approach, teach alternative response; The workshop gave me the opportunity to reflect about those most severely handicapped students in a new way; View from different perspective – young children and severely disabled; More discussion than instruction."

9. Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (circle all that apply) (all circled)

Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Early Childhood/Elementary
June 23, 24, 25, 1999
Mary Ann Mieczkowski, Peggy Lashbrook, Instructors

SIGN IN BESIDE NAME	Please add position and workplace	6/24	6/
1. Jamie Bafundo	Bafundo, Jamie	✓	✓
2. Carol Barlow	Barlow, Carol	✓	✓
3. PAMELA A. CHUNKO	Chunko, Pamela – Teacher, Deafblind Program	X	X
4. Donna Cleary	Cleary, Donna	✓	✓
5. Marguerite Diehl	Marguerite Smith Diehl School Nurse Christina School District	✓	✓
6. Charlene A. Dolgos	Dolgos, Charlene – Teacher, DVI	✓	✓
7. Ron Engard	Engard, Ron	✓	✓
8. Arlene Finocchiaro	Finocchiaro, Arlene – OT, DSD, Deafblind Program	✓	✓
9. Joanne Gichner	Gichner, Joanne Resource Preschool + Kindergarten Indian River Sc. District	✓	✓
10. Carol Glanden	Glanden, Carol Seaford High School 9-12 Special	✓	✓
11. Gwen Graefe	Graefe, Gwen · CHP Teacher H.T. Ennis School	✓	✓
12. Royce Hoffman	Hoffman, Royce Inclusion Facilitator Seaford School District	✓	✓
13. Paula Howard	Howard, Paula	✓	✓
14. Ailene Ickes	Ickes, Ailene Bush School - 477-1617 Home - 475-4017	✓	✓
15. Nancy M. Jones	Jones, Nancy Instructional Assistant Centreville Middle School Centreville MD	✓	✓
16. Michael LeCompte	LeCompte, Michael	✓	
17. Sharon Lyons	Lyons, Sharon	✓	✓
18.	Marshall, Jayne		
19. Sara Russell	Russell, Sara, DB Teacher, Ennis School	✓	✓
20. Jeanette Shenkle	Shenkle, Jeanette – Lombardy	✓	✓
21. Elizabeth Sheslow	Sheslow, Elizabeth	✓	✓
22. VICKI SPENCE	Spence, Vicki	✓	✓
23. C R Trefney	Trefney, Craig – Teacher, Seaford SD	✓	✓

24. M Clare Walker	Walker, Clare – Tech Asst. DE Deafblind Prog	6/24 6
25. Debra Webber	Webber, Debra Teacher, Leach School	✓
26. Melinda Worden	Worden, Melinda Teacher @ Red Lion Christian Acad.	✓
27. Carol Delozier Workman	Workman, Carol Delozier SLP/ED Seaford PK + K program	6/2
28.	Yulduzian, Joan Joan Yulduzian 6/24 / 6/25	
29. KAY JOHNSON	Kay Johnson RN BSN DB Program	
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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Functional Curriculum for Students with Severe Disabilities: Elementary"**

PRESENTER: **Mary Ann Mieczkowski/Peggy Lashbrook** **DATE:** **6/23,24,25/99**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

		7	6	5	4	3	2	1	
1. The organization of the workshop was:	Excellent	19	6	1	1				Poor
2. The objectives of the workshop were:	Clearly Evident	16	8	1		1			Vague
3. The work of the presenter(s) was:	Excellent	22	5						Poor
4. The ideas and activities presented were:	Very Interesting	23	2	2					Dull
5. The scope (coverage) was:	Very Adequate	19	6	1	1				Inadequate
6. My attendance at this workshop should prove:	Very Beneficial	21	5		1				No Benefit
7. Overall, I consider this workshop:	Excellent	15	9	2	1				Poor

8. What features of this workshop were most beneficial?

"The functional curriculum activities and information, some exercises for the DAPA were interesting and turned on a Lightbulb but was not what I had anticipated or wanted to do for 3 days; Wow! I'm feeling overwhelmed! Portfolio Stuff, scoring, etc., all was good, great to hear experiences and feedback from others; Discussion, small group work, Handouts are essential; Thursday we could have been more on target to cover more info, I felt there was not enough Focus to move through many of the concerns presented, would have liked some time to see portfolios at start; Clear Examples – "real-life" scenarios of students, also history of the development of all parts of portfolio assessment was Helpful in understanding its "evaluation", complexity, and spirit of intent; Dr. Gamel-McCormack's presentation Was focused on early childhood and directly related to the title of this course. The rest of the information presented Was important, useful information in a more general sense; Small group work with others from different schools - Walking through the portfolios process step by step – especially the scoring; Only concern was that course and Portfolio are 2 different things in my mind–I would have liked more curriculum pieces–we will do portfolio anyway; The portfolio assessment information; The presenters were so helpful and interesting, that they made all the Information to be digested. I was very pleased with the course; It has given me an accurate understanding

Of alternative assessment – the portfolio is very intense; It will be useful to have the hands-on experience of alternate Assessment through the portfolio assessment; Thank you. Scoring gives one a more perspective of the portfolio as a Whole. When visiting Ennis, please, please emphasize law to hopefully keep comments to a more positive session (just a thought). I really feel "stupid" that the portfolio should have been put together differently (better), somewhat Confused with the scoring of P – which rubic will be used I referred to the rubic (at that time) as a reference. Incentives were helpful in completing this; The whole process – needed to go over this info again and again. The Class as a whole left me still trying to develop functional curriculum – I want and need more hands on help with the Process; The handle on opportunity to sample the task of the work group and reader, to see how this all is coming Together; The whole framework of functional curriculum, inclusive education accountability and assessment. The Challenge to raise the bars. I would also have been interested in seeing actual successful functional activities "best Practices" from a teacher(s) that are currently being done in a classroom; I appreciate the time and practice given to Help us see the mistakes as well as the correct way to do a portfolio; Plenty of materials to take home, strategies Taught can be directly taken home; I particularly enjoyed how you lined up the state standards with functional Standards. I truly appreciated all the information you presented. You both did an excellent job presenting to such a Diverse group. I would refer this course to my colleagues. Thank you; I would think that one of the hardest things To do would be to talk to a bunch of teachers who are usually the ones standing up in front of the group doing the Teaching. I'm all for the sharing of ideas but it seems like a few tried to take over instructions. You did a fine job Handling them and their questions in addition to those with less understanding of the process but I'm sorry if it took away from your instruction at times. Thanks for your time; Presenters were extremely knowledgeable and well Versed in their fields. What a complicated process to get to the alternate assessment and the scoring of it."

9. Will you share information received from this workshop with co-workers, other service providers, clients, families and students? (circle all that apply) (all circled)

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Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Secondary/Young Adulthood IFST 667-911
August 16, 1999
Jerry Petroff/Carol Gothelf, Instructors

SIGN IN BESIDE NAME	Please add position and workplace
1.	Barlow, Carol – Student Service Coordinator Sussex Elem Consortium
2. Budd	Budd, Maureen – School Nurse
3. Pamela A Chunko	Chunko, Pamela – Teacher, Deafblind Program
4.	Diehl, Marguerite Smith – School Nurse
5.	Dolgos, Charlene – Teacher, DVI
6. Ronald A. Engard	Engard, Ron
7. Arlene Finocchiaro	Finocchiaro, Arlene – OT, DSD, Deafblind Program
8.	Foley, Jennifer – DSD
9. Carol Glanden	Glanden, Carol – Special Ed. Teacher, Seaford HS
10.	Graefe, Gwen – CHP Teacher, H. T. Ennis School [illegible]
11.	Ickes, Ailene – Teacher, Bush School
12.	Marshall, Jayne
13. Sandy Robeson	Robeson, Sandy, DB Teacher (Samantha @ Delanet.com)
14. Sara Russell	Russell, Sara, DB Teacher, Ennis School paul.russell @ aol net
15.	Shenkle, Jeanette – Teacher, Lombardy Elem School
16. VICKI Spence	Spence, Vicki
17. Craig R. Trefney	Trefney, Craig – Teacher, Seaford SD
18. M Clare Walker	Walker, Clare – Tech Asst, DE Deafblind Prog
19.	Webber, Debra – Teacher, Leach School
20. Melinda Worden	Worden, Melinda – Teacher, Red Lion Christian Academy
21. JOAN Yulduzian	Yulduzian, Joan
22. AMY Spence	Spence, Amy

[illegible] [illegible]

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Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Secondary/Young Adulthood IFST 667-911
August 17, 1999
Jerry Petroff/Carol Gothelf, Instructors

SIGN IN BESIDE NAME	Please add position and workplace
1.	Barlow, Carol – Student Service Coordinator Sussex Elem Consortium
2.	Budd, Maureen – School Nurse
3.	Chunko, Pamela – Teacher, Deafblind Program
4.	Diehl, Marguerite Smith – School Nurse
5.	Dolgos, Charlene – Teacher, DVI
6. Ronald K. Engard	Engard, Ron
7.	Finocchiaro, Arlene – OT, DSD, Deafblind Program
8.	Foley, Jennifer – DSD
9. Carol Glanden	Glanden, Carol – Special Ed. Teacher, Seaford HS
10. Gwen Graefe	Graefe, Gwen – CHP Teacher, H. T. Ennis School
11.	Ickes, Ailene – Teacher, Bush School
12.	Marshall, Jayne
13. Sandy Robeson	Robeson, Sandy, DB Teacher
14. Sara Russell	Russell, Sara, DB Teacher, Ennis School
15.	Shenkle, Jeanette – Teacher, Lombardy Elem School
16.	Spence, Vicki
17. Craig R. Trefney	Trefney, Craig – Teacher, Seaford SD
18. M Clare Walker	Walker, Clare – Tech Asst. DE Deafblind Prog
19. Debra Webber	Webber, Debra – Teacher, Leach School
20.	Worden, Melinda – Teacher, Red Lion Christian Academy
21. Joan Yulduzian	Yulduzian, Joan
22.	

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Functional Curriculum for Students with Severe Disabilities: Secondary/Young Adulthood"**

PRESENTER: **Jerry Petroff/Carol Gothelf** DATE: **8/16-17/99**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number, which best expresses, your reaction to each of the items below and write any comments.

		7	6	5	4	3	2	1	
1. The organization of the workshop was:	Excellent	16	2	1					Poor
2. The objectives of the workshop were:	Clearly Evident	15	2	2					Vague
3. The work of the presenter(s) was:	Excellent	14	3	2					Poor
4. The ideas and activities presented were:	Very Interesting	17	2						Dull
5. The scope (coverage) was:	Very Adequate	14	5						Inadequate
6. My attendance at this workshop should prove:	Very Beneficial	16	3						No Benefit
7. Overall, I consider this workshop:	Excellent	16	3						Poor

8. What features of this workshop were most beneficial?

The suggestions in how to transition students into the community. The video was helpful in realizing that possibilities in the inclusion program really can work.

Stories were excellent.

The two instructors trading information back and forth like a well-oiled machine, or a Lewis & Martine routine.

Real live stories were superb. Excellent presentation.

Obviously you're going to know who I am by my comment but I just wanted to say that these two days were full of so much info and I just wanted to say thank you for giving me the opportunity to experience them.

Stories related to "building the vision"; group activities

I appreciated the stories of the various students.

Wow! Lots of info – great!

(over)

The stories of real life individuals give us inspiration and let us dream. Jerry and Carol know what it is like to be in the classroom and their opinions and ideas are respected because of this. They didn't preach; they encouraged us to go through self-analysis. Excellent stuff

Practical applications to apply to my classroom needs. Practical means for problem-solving using updated techniques/info applied to special education. To have such a dynamic team of presenters instill enthusiasm and excitement to be brought back into the classroom.

Good team. They played off each other easily. Starting/focusing with cases/stories is always a good idea.

Sharing personal/student experiences. Would have liked to have gone over MAPS and more discussion on barriers. Would like to have seen/heard more experiences of a more severe-profound student that is not toilet trained, in a wheelchair, uses a walker, etc., in an inclusive site – a student that would require positioning.

Problem solving situations presented; glad to have overheads copied.

The information shared was very practical and directly applicable to what I do everyday.

First day video; discussion; would have liked more time to discuss strategies related to barriers.

Keeping curriculum in context to needs of individual relevant. Preparing individuals with disabilities to have relationships in the community, a level of self-dependence, jobs, etc.

9. Will you share information received from this workshop with [✓ co-workers], [✓ other service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Secondary/Young Adulthood IFST 667-911
August 18, 1999
Mary Ann Mieczkowski/Peggy Lashbrook, Instructors

SIGN IN BESIDE NAME	Please add position and workplace
1.	Barlow, Carol – Student Service Coordinator Sussex Elem Consortium
2. Budd	Budd, Maureen – School Nurse
3.	Chunko, Pamela – Teacher, Deafblind Program
4.	Diehl, Marguerite Smith – School Nurse
5.	Dolgos, Charlene – Teacher, DVI
6.	Engard, Ron
7.	Finocchiaro, Arlene – OT, DSD, Deafblind Program
8. Jennifer Foley	Foley, Jennifer – DSD
9. Carol Glanden	Glanden, Carol – Special Ed. Teacher, Seaford HS
10. Gwen Graefe	Graefe, Gwen – CHP Teacher, H. T. Ennis School
11.	Ickes, Ailene – Teacher, Bush School
12.	Marshall, Jayne
13.	Robeson, Sandy, DB Teacher
14. Russell	Russell, Sara, DB Teacher, Ennis School
15.	Shenkle, Jeanette – Teacher, Lombardy Elem School
16. Vicki Spence	Spence, Vicki
17. C R Trefney	Trefney, Craig – Teacher, Seaford SD
18.	Walker, Clare – Tech Asst, DE Deafblind Prog
19.	Webber, Debra – Teacher, Leach School
20.	Worden, Melinda – Teacher, Red Lion Christian Academy
21. Joan Yulduzian	Yulduzian, Joan
22.	

Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Secondary/Young Adulthood IFST 667-911
August 19, 1999
Peggy Lashbrook/Mary Ann Mieczkowski, Instructors

SIGN IN BESIDE NAME	Please add position and workplace
1. Carol Barlow	Barlow, Carol – Student Service Coordinator Sussex Elem Consortium
2. Maureen Budd	Budd, Maureen – School Nurse
3. PAMELA A. CHUNKO	Chunko, Pamela – Teacher, Deafblind Program
4. Marguerite Diehl	Diehl, Marguerite Smith – School Nurse
5. Charlene Dolgos	Dolgos, Charlene – Teacher, DVI
6. Ronald A. Engard	Engard, Ron
7. Arlene Finocchiaro	Finocchiaro, Arlene – OT, DSD, Deafblind Program
8. Jennifer Foley	Foley, Jennifer – DSD
9. Carol Glanden	Glanden, Carol – Special Ed. Teacher, Seaford HS
10. Gwen Graefe	Graefe, Gwen – CHP Teacher, H. T. Ennis School
cep 11. ~~Ronald A. Engard~~	Ickes, Ailene – Teacher, Bush School
12.	Marshall, Jayne
13. Sandy Robeson	Robeson, Sandy, DB Teacher
14. Sara Russell	Russell, Sara, DB Teacher, Ennis School
15. Jeanette Shenkle	Shenkle, Jeanette – Teacher, Lombardy Elem School
16. Vicki Spence	Spence, Vicki
17. Craig Trefney	Trefney, Craig – Teacher, Seaford SD
18. M Clare Walker	Walker, Clare – Tech Asst, DE Deafblind Prog
19. Debra Webber	Webber, Debra – Teacher, Leach School
20. Melinda Worden	Worden, Melinda – Teacher, Red Lion Christian Academy
21. Joan Yulduzian	Yulduzian, Joan
22. Stephanie Bowser	Bowser, Stephanie (Waters)

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Delaware Deafblind Program/University of Delaware
Functional Curriculum for Students with Severe Disabilities:
Secondary/Young Adulthood IFST 667-911
August 20, 1999
Mary Ann Mieczkowski/Peggy Lashbrook, Instructors

SIGN IN BESIDE NAME	Please add position and workplace
1. Carol Barlow	Barlow, Carol – Student Service Coordinator Sussex Elem Consortium
2. Maureen Budd	Budd, Maureen – School Nurse
3. PAMELA A. CHUNKO	Chunko, Pamela – Teacher, Deafblind Program
4. Marguerite Diehl	Diehl, Marguerite Smith – School Nurse
5. Charlene Dolgos	Dolgos, Charlene – Teacher, DVI
6.	Engard, Ron
7. Arlene Finocchiaro	Finocchiaro, Arlene – OT, DSD, Deafblind Program
8. Jennifer Foley	Foley, Jennifer – DSD
9. Carol Glanden	Glanden, Carol – Special Ed. Teacher, Seaford HS
10. Gwen Graefe	Graefe, Gwen – CHP Teacher, H. T. Ennis School
11.	Ickes, Ailene – Teacher, Bush School
12.	Marshall, Jayne
13. Sandra Robeson	Robeson, Sandy, DB Teacher
14. Sara Russell	Russell, Sara, DB Teacher, Ennis School
15.	Shenkle, Jeanette – Teacher, Lombardy Elem School
16. VICKI SPENCE	Spence, Vicki
17. Craig Trefney	Trefney, Craig – Teacher, Seaford SD
18. M Clare Walker	Walker, Clare – Tech Asst, DE Deafblind Prog
19. Debby Webber	Webber, Debra – Teacher, Leach School
20. Melinda Worden	Worden, Melinda – Teacher, Red Lion Christian Academy
21. Joan Yulduzian	Yulduzian, Joan
22. Stephanie Bowser	Bowser, Stephanie (Waters)

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DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE
adapted from
Earl McCallon, Ph.D

WORKSHOP TITLE: **"Functional Curriculum for Students with Severe Disabilities: Secondary/Young Adulthood"**

PRESENTER: **Mary Ann Mieczkowski/Peggy Lashbrook** DATE: **8/18-19-20/99**

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number, which best expresses, your reaction to each of the items below and write any comments.

		7	6	5	4	3	2	1	
1. **The organization of the workshop was:**	Excellent	17	2						Poor
2. **The objectives of the workshop were:**	Clearly Evident	19							Vague
3. **The work of the presenter(s) was:**	Excellent	18	1						Poor
4. **The ideas and activities presented were:**	Very Interesting	18	1						Dull
5. **The scope (coverage) was:**	Very Adequate	18	1						Inadequate
6. **My attendance at this workshop should prove:**	Very Beneficial	17	1						No Benefit
7. **Overall, I consider this workshop:**	Excellent	18	1						Poor

8. What features of this workshop were most beneficial?

Explanation of aspects of Delaware Alternate portfolio assessment.

Doing examples on scoring rubric was very helpful.

Activities related to solutions for barriers; group discussions & problem solving; sharing, re new IEP forms, portfolio; would like to have more specifics regarding how items scored on portfolio.

Examples were wonderful i.e. scoring 1,2,3,4; excellent hands-on stuff; good collaboration and brainstorming; needs to definitely be incorporated into undergrad program to some degree; general educators need some of this info as well.

Information easily understood and very "teacher friendly".

Thank you for this opportunity. Always a pleasure to be "included" as a participant.

Specific materials to use/apply in job; a network of persons/resources to tape for support on-going info.

MAPS, PATHS, Circle of Friends; portfolio instruction, especially learning the scoring and seeing examples; input from classmates regarding their training and experience – the presenters were great at facilitating this.

Looking at – (revisiting), the alternate assessment; group work: scoring rubric

This course was super. I feel enthusiastic and strongly motivated by the knowledge I gained this week. I am very anxious to put into practice what I have learned. Thank you.

Relaxed atmosphere and ease of sharing information; practical knowledge of participants.

Opportunities to share info with other professionals in the field.

Excellent class. Thanks for all of the wonderful info.

Breaking down the scoring rubric; information on MAPS and other strategies; appreciated that you continued to bring the focus back to transition age students.

Truly enjoyed this class – have gotten so much information that hopefully be helpful for serving my students; MAPS, PATHS – great – wish I had had this info earlier; thank you for all the great info.

As usual, the practical applications.

First-time I learned something beneficial in a long time.

9. Will you share information received from this workshop with [✓ co-workers], [✓ other service providers], [✓ clients], [✓ families] and [✓ students]? (circle all that apply)

APPENDIX D

FAMILY TRAINING ACTIVITIES

Flyer, Attendance, Agenda, Evaluations

1996 * 1997 * 1999

1996

“DOWN BY THE BAY” FAMILY WEEKEND

SATURDAY & SUNDAY
MAY 18 & 19, 1996

University of Delaware
Virden Retreat Center
Lewes, Delaware

Sponsored by
Delaware Program for the Deafblind through
Federal Project #HO25A50003

DELAWARE PROGRAM FOR THE DEAF-BLIND

FAMILY WEEKEND

REGISTRATION

May 18-19, 1996

Sharol McDaniell
Laura Porter

Albert Porter

Deborah Grien

Angie Klein

Sharri Cuffee

Chris [illegible]

Dorothy & Joe Stanley
& Joey

Wm [illegible]

Marsys

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Delaware Deafblind Program - Family Weekend
Saturday, May 18, 1996
Agenda

Parents	Teens	Children/Siblings
9:00 - 10:45 am Registration Continental Breakfast	9:00 - 10:45 am Registration Continental Breakfast	9:00 - 10:45 am Registration Continental Breakfast
10:45 - 11:15 am Welcome (Schooner Room)	10:45 - 11:15 am Welcome (Schooner Room)	10:45 am Seigning and Nature Center (Meet in Lobby)or Childcare (Harbor I & II)
11:30 am - 12:30 pm Parent Discussion Group (Lighthouse) *OR* Understanding Medicaid (Windjammer)	11:30 am - 12:30 pm Teen Discussion Group (Schooner)	12:30 pm - Lunch (Schooner)
12:30 - 2:00 pm LUNCH Hope Ellsworth - "Life Planning f/t Future" (Pilot Room)	12:30 - 2:00 pm LUNCH Hope Ellsworth - "Life Planning f/t Future" (Pilot Room)	1:15 pm Fishing (Meet in Lobby) or Childcare (Harbor I & II)
2:00 - 2:45 pm Parent Discussion Group (Lighthouse) *OR* Understanding Medicaid (Windjammer)	2:00 - 2:45 pm Teen Discussion Group (Schooner)	
3:00 pm - Boatride	3:00 pm - Boatride	3:00 pm - Boatride
5:30 pm - Dinner (Pilot and Schooner)	5:30 pm - Dinner (Pilot and Schooner)	5:30 pm- Dinner (Pilot and Schooner)
7:00 pm Boardwalk or Outlets	7:00 pm Boardwalk or Outlets	7:00 pm Boardwalk or Outlets

Delaware Assistive Technology Initiative Display - (Lobby)

Child Care Activities Include Arts, Crafts, Games and Videos.

Sunday, May 19, 1996
Agenda

8:00 - 9:30 am
Breakfast Buffet
(Pilot Room)

9:45 - 10:45 am
Abbot Mills Nature Center Presentation
(Harbor I & II)

11:00 - 11:30 am
Closing Remarks
(Harbor I & II)

12:00 noon
Checkout

DELAWARE PROGRAM FOR THE DEAF-BLIND

FAMILY WEEKEND EVALUATION

(8 RESPONSES)
May 18-19, 1996
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs improve	N/A
1. Programs:					
Parent Discussion Group	6				2
Medicaid Update	4	2			1
Assistive Technology Display	5				1
Teen Group	2				3
Comments: It was a good session - parent discussion group. Everyone was ininvolved.					
2. Activities:					
Seining Experience	2				3
Fishing					4
Boat Ride	6				
Arts & Crafts	3				2
Games	2				3
Board Walk	4	1			1
Comments: I wish I would have had more time at the boardwalk					
3. Accommodations/Facilities:					
Accessibility	6				1
Activity Areas	5				1
Overnight Accommodations	6				
Meals	5	1	1		
Comments: Very relaxing and very enjoyable - hope to do it again next year: Food did not taste that good & needs to be improved: Rooms & conference center were very nice. everything we needed was available:					

Evaluation - Family Weekend
Page 2 - May 18-19, 1996

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	7				
Comments: No complaints					
5. Support Services:					
Supervising Staff	7				1
Presenters	8				
Interpreters	5			1	
Nursing Staff	5				1
Food Service/Menu	6	1	1		
Comments: There needs to be more variety, especially at dinner time.					

6. Interested in Another Activity: Yes 6 No 1
Suggestions for Fall Activities trying fishing again; great activities
Where? anywhere

7. Other Comments: This was great - a lot of fun! The kids really enjoyed themselves. It was a very nice change of pace for our whole family. It was an adjustment but a very nice relief not having to constantly care for our kids. Thank you so much for our getaway! We've never been able to get away like this before. Thanks again; Wonderful weekend, thank you for all your work. The goodies for parents were a great treat; This was a great activity, much needed for this group!! Thank you!!

7. Person Completing This Evaluation: (circle)
Consumer Parent Sibling Other (specify)

Thanks for your help!

1997

"DOWN BY THE BAY"

Second Annual
FAMILY WEEKEND

CONFERENCE UNIVERSITY OF DELAWARE SERVICES

John Penrose Virden Retreat Center

SATURDAY & SUNDAY
MAY 17 & 18, 1997
University of Delaware
Virden Retreat Center
Lewes, Delaware

Sponsored by
Delaware Program for the Deafblind through
Federal Project #HO25A50003

Delaware Deafblind Program
Second Annual Family Weekend
MAY 17 & 18, 1997
REGISTRATION

1
Name: CHURCH
Family Members: William Barbara
Charlene

2
Name: CUFFEE
Family Members: Sharri, ~~Cuffee~~ Lynesha

3
Name: DENNIN
Family Members: CHRIS, KEVIN, JUSTIN
MORGAN & KASIA

4
Name: FANGMAN
Family Members: Joyce and Danielle Fangman

5
Name: GIBBS
Family Members:

6
Name: HOPKINS
Family Members: Don, Pat, Elizabeth
Donna

7
Name: KLEIN
Family Members: Angie, Denny, Josh, Brooke

8
Name: KRAMER
Family Members: Rebekah Aaron + Steve
Brenda

9
Name: MASSEY
Family Members: Larry Jean Aimee + Kip

10 Name: NAGOWSKI
Family Members:

11 Name: McDANILL/PORTER
Family Members:

12 Name: ROBINSON/RAMOS
Family Members: Joyce & Paul Ramos & Shamecca

13 Name: STANLEY
Family Members: Joe + Joey

14 Name: UNDERWOOD
Family Members: Andy Underwood

15 Name: WEATHERLY
Family Members: X Keith Weatherly

16 Name:
Family Members:

17 Name:
Family Members:

18 Name:
Family Members:

19 Name:
Family Members:

Delaware Deafblind Program - Family Weekend
Saturday, May 17, 1997
Agenda

Parents	College Bound	Children/Siblings
9:00 - 9:45 am Registration - Lobby Continental Breakfast	9:00 - 9:45 am Registration - Lobby Continental Breakfast	9:00 - 9:45 am Registration - Lobby Continental Breakfast
10:00 - 10:30 am Welcome (Harbor 1 & 2)	10:00 - 10:30 am Welcome (Harbor 1 & 2)	10:00 am Beach/Fishing Pier Cape Henlopen State Park or Child care (Harbor 1)
10:30 am - 12:30 pm Parent Discussion Group (Lighthouse) *OR* PATH Process (Windjammer)	10:30 am - 12:30 pm Self Determination/ Decision Making (Lobby)	
12:30 - 2:00 pm LUNCH Christine Reece - " ARC of Delaware Glenn Hitchens - "Wills/ Guardianship Issues" Steve Evans - "Community Trust" "(Harbor 2)	12:30 - 2:00 pm LUNCH (Harbor 2)	12:30 - 2:00 pm LUNCH (Harbor 1)
2:00 - 4:00 pm Small Group Meetings (Cont'd.)	2:00 - 2:45 pm Small Group Meetings (Cont'd.)	2:00 - 4:00 pm Indoor & Outdoor Activities - Virden Center
4:00 - 5:00 pm Family Free Time	4:00 - 5:00 pm Family Free Time	4:00 - 5:00 pm Family Free Time
5:00 - 6:00 pm Dinner (Pilot)	5:00 - 6:00 pm Dinner (Pilot)	5:00 - 6:00 pm Dinner (Pilot and Schooner)
6:30 pm Boardwalk, Funland or Outlets	6:30 pm Boardwalk, Funland or Outlets	6:30 pm Boardwalk, Funland or Outlets

(Child Care Activities Include Arts & Crafts, Games, Videos, Play Activities, Rest)

(OVER)

Sunday, May 18, 1997
Agenda

Parents	College Bound	Children/Siblings
8:00 - 9:00 am Continental Breakfast (Pilot/Schooner)	8:00 - 9:00 am Continental Breakfast (Pilot/Schooner)	8:00 - 9:00 am Continental Breakfast (Pilot/Schooner)
9:15 - 10:45 am "Inclusion" (Windjammer) or Parent Discussion Group (Lighthouse)	9:15 - 10:45 am Discussion Group (Lobby)	9:00 -10:45 am Virden Center - Indoor & Outdoor Activities (Harbor 1&2)

11:00 am
Closing Remarks
(Harbor I & II)

12:00 noon
Checkout

JUN -2 19

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Adequate	Needs improve	N/A
1. Programs:					
Parent Discussion Group	✓				
ARC Services - Christine Reece				-	✓
Community Trust - Steve Evans					✓
Guardianships - Glenn Hitchens					✓
Transition Group					✓
Comments:					
2. Activities:					
Fishing/Beach	✓				
Arts & Crafts	✓				
Games	✓				
Board Walk	✓				
Comments:					
3. Accommodations/Facilities:					
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals	✓				
Comments:					

(OVER)

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:					
Childcare	✓				
Interpreters	✓				
Nursing Staff	✓				
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: ✓ No: ____

Suggestions for Activities:
Family & Children games. Games we could play together to try and interact.

Where? In or outside

7. Other Comments: We would be very interested in finding out information on future stays at the Vulder Center (as a family if possible). This is a very nice and remote area that the kids seem to really enjoy.

* → I especially enjoyed the late night discussions. They were very interesting & uplifting. ☺

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify) ____

Thanks for your help!

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JUN -2 199

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Brooke

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs improve	N/A
1. Programs:					
Parent Discussion Group					✓
ARC Services - Christine Reece					✓
Community Trust - Steve Evans					✓
Guardianships - Glenn Hitchens					✓
Transition Group					✓

Comments:

	Very good	Good	Ade-quate	Needs improve	N/A
2. Activities:					
Fishing/Beach	✓				
Arts & Crafts	✓				
Games					✓
Board Walk	✓				

Comments: Loved the water & Sand
Seemed to really Enjoy the beads, soft clay & "glue"
→ Enjoyed the "Cotton Candy" on the boardwalk.

	Very good	Good	Ade-quate	Needs improve	N/A
3. Accommodations/Facilities					
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals	✓				

Comments:

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments: Everything was great. Really wore her out. Although after a catnap, she was really "high strung"!					
5. Support Services:					
Childcare	✓				
Interpreters	✓				
Nursing Staff	✓				
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: ✓ No: ______

Suggestions for Activities:
→ Relay races — She'd probably beat everyone ☺

Where? ______

7. Other Comments: ______

8. Person Completing This Evaluation (circle)
Consumer Parent [✓ Sibling] Other (specify) ______

Thanks for your help!

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JUN -2 19

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Josh

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Adequate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group					✓
ARC Services - Christine Reece					✓
Community Trust - Steve Evans					✓
Guardianships - Glenn Hitchens					✓
Transition Group					✓
Comments:					
2. Activities:					
Fishing/Beach	✓				
Arts & Crafts	✓				
Games	✓				
Board Walk	✓				
Comments: Really enjoyed the beach & making crafts. Absolutely loved the boardwalk (bumper cars)					
3. Accommodations/Facilities:					
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals	✓				
Comments: Loved having his own little "apartment".					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments: Not enough fishing/beach time. ☺					
5. Support Services:					
Childcare					✓
Interpreters					✓
Nursing Staff					✓
Food Service/Menu					✓
Comments:					

6. Interested in another activity: Yes: ✓ No: ______ ?

Suggestions for Activities: ______

Playing baseball

Where? ______

7. Other Comments: ______

8. Person Completing This Evaluation: (circle)

Consumer Parent [✓ Sibling] Other (specify)______

Thanks for your help!

MAY 28 19

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Adequate	Needs improve	N/A
1. Programs:	✓				
Parent Discussion Group	✓				
ARC Services - Christine Reece	✓				
Community Trust - Steve Evans	✓				
Guardianships - Glenn Hitchens	✓				
Transition Group (PATH)	✓✓✓✓				

Comments: This [illegible]s the best ideal for familyes And Childeen to get AwAy and have Fun. And learn Also
— Thanks to All! — — We love it! —

2. Activities:					
Fishing/Beach			✓		
Arts & Crafts	✓				
Games	✓				
Board Walk					

Comments: Missed the boat ride OR We need something that brought Familyes and Childeen together with something fun We Really Missed That boat Ride but the get away was FANTASTIC

3. Accommodations/Facilities:	✓				
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals					

Comments:
Charlene Just had chicken process [illegible] For dinner. Next year Charlene need More of a selection bowl with [illegible] different slots Example ______ Chicken/ vegetable/ mashed Potatoes And Chocolate Milk
this year I marked it on the dessert all Separated Paper but there ~~[illegible]~~ wasn't Any.

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:	✓				
Childcare	✓				
Interpreters	✓				
Nursing Staff	N/A				
Food Service/Menu				✓	
Comments: Charlene, Doesnt eat Regular snacks, like the other Children this is for the deaf/blind ~~[illegible]~~. She should have her on snacks. (chocolate milk — puddings) (TAPE)					

6. Interested in another activity: Yes: ✓ No: ______
Suggestions for Activities: ______

Where? ______

7. Other Comments: ______

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify) ______

Thanks for your help!

MAY 28

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs improve	N/A
1. Programs:					
Parent Discussion Group	✓				
ARC Services - Christine Reece	✓				
Community Trust - Steve Evans	✓				
Guardianships - Glenn Hitchens	✓				
Transition Group					
Comments:					
2. Activities:					
Fishing/Beach					
Arts & Crafts					
Games					
Board Walk	✓				
Comments:					
3. Accommodations/Facilities:					
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals	✓				
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade- quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:					
Childcare	✓				
Interpreters	✓				
Nursing Staff	✓				
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: ✓ No: ______

Suggestions for Activities: ______

Where? ______

7. Other Comments: AS USUAL JOEY HAD PROBLEMS SLEEPING IN A STRANGE PLACE. NEXT YEAR WE WILL COME FOR THE DAY.

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______

Joseph Stanley

Thanks for your help!

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DELAWARE PROGRAM FOR DEAFBLIND CHILDREN JUN -2 1997

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group					✓
ARC Services - Christine Reece				✓	
Community Trust - Steve Evans				✓	
Guardianships - Glenn Hitchens				✓	
Transition Group					
Comments:					
2. Activities:					
Fishing/Beach					✓
Arts & Crafts					✓
Games					✓
Board Walk					✓
Comments:					
3. Accommodations/Facilities:					
Accessibility		✓			
Activity Areas		✓			
Overnight Accommodations					✓
Meals		✓			
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:			✓		
Comments:					
5. Support Services:					
Childcare					✓
Interpreters					✓
Nursing Staff					✓
Food Service/Menu			✓		
Comments:					

6. Interested in another activity: Yes: ______ No: ✓

Suggestions for Activities: ______

Where? ______

7. Other Comments: ______

8. Person Completing This Evaluation (circle)

[✓ Consumer] Parent Sibling Other (specify)______

Thanks for your help!

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group					✓
ARC Services - Christine Reece					✓
Community Trust - Steve Evans					✓
Guardianships - Glenn Hitchens					✓
Transition Group		✓			
Comments:					
2. Activities:					
Fishing/Beach					✓
Arts & Crafts					✓
Games					✓
Board Walk					✓
Comments:					
3. Accommodations/Facilities:					
Accessibility		✓			
Activity Areas					✓
Overnight Accommodations					✓
Meals		✓			
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:		✓			
Comments:					
5. Support Services:					
Childcare					✓
Interpreters					✓
Nursing Staff					✓
Food Service/Menu			✓		
Comments:					

6. Interested in another activity: Yes: ______ No: ✓

Suggestions for Activities: ______________________

Where? ______________________

7. Other Comments: ______________________

8. Person Completing This Evaluation: (circle)

[✓ Consumer] Parent Sibling Other (specify)______________________

Thanks for your help!

JUN -2

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs improve	N/A
1. Programs:					
Parent Discussion Group					✓
ARC Services - Christine Reece		✓			
Community Trust - Steve Evans	✓				
Guardianships - Glenn Hitchens	✓				
Transition Group	✓				
Comments:					
2. Activities:					
Fishing/Beach					✓
Arts & Crafts					✓
Games					✓
Board Walk					✓
Comments:					
3. Accommodations/Facilities:					
Accessibility					✓
Activity Areas					✓
Overnight Accommodations					✓
Meals	✓				
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Adequate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:					
Childcare					✓
Interpreters					✓
Nursing Staff					✓
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: ______ No: ______

Suggestions for Activities: ______

Where? ______

7. Other Comments: I found the PATH program to be very helpful. It allowed us to step back & take a look at where we're going and plan, step by step, how to get there. The goals aren't nearly so overwhelming when you tackle little bits of them at a time rather than try to get them all at once. Also Jerry & co. made it seem so easy! This activity was very worthwhile for us - especially for where Aimee & Kip are now!

8. Person Completing This Evaluation: (circle)

Consumer [✓ Parent] Sibling Other (specify) ______

Thanks for your help!

JL - 2 199

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	**Needs improve**	N/A
1. Programs:					
Parent Discussion Group					✓
ARC Services - Christine Reece	✓				
Community Trust - Steve Evans	✓				
Guardianships - Glenn Hitchens	✓				
Transition Group	✓				
Comments:					
2. Activities:					✓
Fishing/Beach					
Arts & Crafts					
Games					
Board Walk					
Comments:					
3. Accommodations/Facilities:					✓
Accessibility					
Activity Areas					
Overnight Accommodations					
Meals	✓				
Comments:					

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(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:					
Childcare					✓
Interpreters					✓
Nursing Staff					✓
Food Service/Menu					✓
Comments:					

6. Interested in another activity: Yes: _______ No: _______

Suggestions for Activities: ______________________

Where? ______________________

7. Other Comments: ______________________

8. Person Completing This Evaluation (circle)

Consumer [✓ Parent] Sibling Other (specify) ______________________

Thanks for your help!

JUN -3 1

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					X
Parent Discussion Group					X
ARC Services - Christine Reece					X
Community Trust - Steve Evans					X
Guardianships - Glenn Hitchens					X
Transition Group					X
Comments:					
2. Activities:					
Fishing/Beach		X			
Arts & Crafts	X				
Games			X		
Board Walk	X				
Comments:					
3. Accommodations/Facilities					
Accessibility					X
Activity Areas		X			
Overnight Accommodations	X				
Meals			X		
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Adequate	Needs improve	N/A
4. Organization of the Day:		X			
Comments:					
5. Support Services:					
Childcare	X				
Interpreters					X
Nursing Staff					X
Food Service/Menu		X			
Comments:					

6. Interested in another activity: Yes: X No: ______
Suggestions for Activities: Boat ride

Where? for family weekend

7. Other Comments:

8. Person Completing This Evaluation: (circle)
Consumer Parent [✓ Sibling] Other (specify)

Thanks for your help!

JUN -3 1997

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group					X
ARC Services - Christine Reece					X
Community Trust - Steve Evans					X
Guardianships - Glenn Hitchens					X
Transition Group					X
Comments:					
2. Activities:					
Fishing/Beach	X				
Arts & Crafts	X				
Games	X				
Board Walk	X				
Comments:					
3. Accommodations/Facilities.					
Accessibility	X				
Activity Areas	X				
Overnight Accommodations	X				
Meals					X
Comments:					

(OVER)

-3 1997

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	X				
Comments:					
5. Support Services:					
Childcare	X				
Interpreters					X
Nursing Staff	X				
Food Service/Menu					X
Comments:					

6. Interested in another activity: Yes: ______ No: ______
Suggestions for Activities: ____________________

Where? ____________________

7. Other Comments: ____________________

8. Person Completing This Evaluation: (circle)
[✓ Consumer] Parent Sibling Other (specify)____________________

Thanks for your help!

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DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

JUN -3 1

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Adequate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group	✓				
ARC Services - Christine Reece					✓
Community Trust - Steve Evans					✓
Guardianships - Glenn Hitchens	✓				
Transition Group					✓
Comments:					
2. Activities:					
Fishing/Beach					
Arts & Crafts					
Games					
Board Walk	✓				
Comments:					
3. Accommodations/Facilities					
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals	✓				
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:					
Childcare	✓				
Interpreters	✓				
Nursing Staff	✓				
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: ______ No: ______
Suggestions for Activities: ______________________________

Where? ______________________________

7. Other Comments: ______________________________

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______________________

Thanks for your help!

JUN - 3

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:	X				
Parent Discussion Group	X				
ARC Services - Christine Reece					X
Community Trust - Steve Evans					X
Guardianships - Glenn Hitchens	X				
Transition Group					X
Comments:					
2. Activities:					
Fishing/Beach					X
Arts & Crafts	X				
Games					X
Board Walk	X				
Comments:					
3. Accommodations/Facilities:					
Accessibility	X				
Activity Areas	X				
Overnight Accommodations	X				
Meals	X				
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	X				
Comments:					
5. Support Services:					
Childcare	X				
Interpreters					X
Nursing Staff	X				
Food Service/Menu	X				
Comments:					

6. Interested in another activity: Yes: X No: ____
Suggestions for Activities: The parent group discussed meeting one other time during the year for 1 evening. I think that would be a good thing to do.

Where? Any location where as many parents could attend as possible.

7. Other Comments: We also discussed the need for a sibling support group. I don't feel this would have to meet often. Once or twice a year would help.

We all enjoyed the weekend very much. No one wanted to come home.

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)________________

Thanks for your help!

MAY 27 1

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Adequate	Needs Improve	N/A
1. Programs:	✓		✗		
Parent Discussion Group	✓				
ARC Services - Christine Reece			✓		
Community Trust - Steve Evans		✓			
Guardianships - Glenn Hitchens	✓				
Transition Group		✓			

Comments: Parent discussion group was very informative!

	Very good	Good	Adequate	Needs Improve	N/A
2. Activities:	✓				
Fishing/Beach	✓				
Arts & Crafts					✓
Games	✓				
* *Board Walk* **	✓				

Comments: Kyneisha ~~[illegible]~~ crawled in the sand for the first time!! She also enjoyed the ~~the~~ boardwalk and the rides! I especially enjoyed the ride to and from the boardwalk!!!

	Very good	Good	Adequate	Needs Improve	N/A
3. Accommodations/Facilities:	✓				
Accessibility	✓				
Activity Areas					
Overnight Accommodations	✓				
Meals	✓				

Comments: Everything was excellent. Next year (weather permitting) it would be nice to have a BBQ
(just a suggestion)

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:	✓				
Childcare	✓				
Interpreters	✓				
Nursing Staff	✓				
Food Service/Menu	✓				
Comments: Everyone was very helpful and friendly					

6. Interested in another activity: Yes: ✓ No: ____
Suggestions for Activities: Something Adults can do that not only is fun but informative.

Where? at the Virden Center

7. Other Comments: I really had a nice time. I call this my yearly vacation. I was fun, informative and I got to meet other families who were just as nice. Staff and all involved were very helpful + friendly! I wish we could have more weekends like this! It lets us as parents know that we are not alone and our children are like stars... they will shine too!

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)________________

Thanks for your help!

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DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group		✓			
ARC Services - Christine Reece			✓		
Community Trust - Steve Evans			✓		
Guardianships - Glenn Hitchens					✓
Transition Group					✓

Comments:

	Very good	Good	Ade-quate	Needs Improve	N/A
2. Activities:					✓
Fishing/Beach					
Arts & Crafts					
Games					
Board Walk					

Comments: Did not stay overnight. My daughter did enjoy the beach.

	Very good	Good	Ade-quate	Needs Improve	N/A
3. Accommodations/Faciiities					
Accessibility			✓		
Activity Areas					?
Overnight Accommodations					✓
Meals		✓			

Comments:

(OVER)

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	✓				
Comments:					
5. Support Services:					
Childcare					
Interpreters	✓				
Nursing Staff					
Food Service/Menu	✓				✓
Comments:		✓			

6. Interested in another activity: Yes: ✓ No: ______
Suggestions for Activities: ______

Where? ______

7. Other Comments: Parent discussion groups were good for meeting other parents with similar problems. However, since we spent only 1 day at the meeting, we did not do much else. Since this was our first direct involvement with the program it was important for us to meet people, which we did. However, I am not sure where we fit in, yet. Perhaps a meeting with parents located closer to our home would be more valuable and allow us to develop more productive relationships.

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______

Thanks for your help!

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DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group		X			
ARC Services - Christine Reece					X
Community Trust - Steve Evans		X			
Guardianships - Glenn Hitchens		X			
Transition Group					X

Comments:

2. Activities:					
Fishing/Beach					X
Arts & Crafts					X
Games					X
Board Walk					X

Comments:

3. Accommodations/Facilities					
Accessibility	X				
Activity Areas	X				
Overnight Accommodations					X
Meals	X				

Comments:

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Adequate	Needs improve	N/A
4. Organization of the Day:	X				
Comments:					
5. Support Services:					
Childcare	X				
Interpreters					X
Nursing Staff	X				
Food Service/Menu					X
Comments:					

6. Interested in another activity: Yes: X No: ______
Suggestions for Activities: ______

Where? ______

7. Other Comments: ______

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______

Thanks for your help!

JUN 18 1997

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group					
ARC Services - Christine Reece					
Community Trust - Steve Evans					
Guardianships - Glenn Hitchens					
Transition Group					
Comments:					
2. Activities:					
Fishing/Beach		X			
Arts & Crafts	X				
Games					X
Board Walk					X
Comments:					
3. Accommodations/Facilities					
Accessibility					X
Activity Areas					X
Overnight Accommodations					X
Meals		X			
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:	X				
Comments:					
5. Support Services:					
Childcare					
Interpreters					
Nursing Staff					
Food Service/Menu					
Comments:					

6. Interested in another activity: [✓ Yes:] ________ No: ________
Suggestions for Activities: ________

Where? ________

7. Other Comments: ________

8. Person Completing This Evaluation: (circle)
Consumer Parent [✓ Sibling] Other (specify)________

Thanks for your help!

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

JUN 18 1

FAMILY WEEKEND EVALUATION

May 17-18, 1997
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. *Turn in before you leave to Peggy or Joyce. Thanks!*

	Very good	Good	Ade-quate	Needs improve	N/A
1. Programs:					
Parent Discussion Group					
ARC Services - Christine Reece					
Community Trust - Steve Evans					
Guardianships - Glenn Hitchens					
Transition Group					
Comments:					
2. Activities:					
Fishing/Beach	X				
Arts & Crafts					X
Games					X
Board Walk					X
Comments:					
3. Accommodations/Facilities					
Accessibility	X				
Activity Areas		X			
Overnight Accommodations					X
Meals					X
Comments:					

(OVER)

[illegible] 81

Evaluation - Family Weekend
Page 2 - May 17-18, 1997

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:		X			
Comments:					
5. Support Services:					
Childcare	X				
Interpreters					X
Nursing Staff	X				
Food Service/Menu					X
Comments:					

6. Interested in another activity: [✓ Yes:] ________ No: ________
Suggestions for Activities: ______________________________

Where? ______________________________

7. Other Comments: ______________________________

8. Person Completing This Evaluation: (circle)
[✓ Consumer] Parent Sibling Other (specify)________________

Thanks for your help!

1999

Family Fun Day

Saturday June [illegible] 1991

(Rain or Shine)

1:00 pm - 6:00 pm

John G. Leach School

Landers Lane, New Castle

Instruction from a hydro-therapist

[illegible] Crafts

Picnic

Ideas from a Recreation Specialist

FAMILY FUN DAY

JUNE 26, 1999

Registration

We plan to attend Family Fun Day. Family members attending are:

Adults: Teresa Wegman

Children: Nicholas Wegman Age: 9
Zachery Wegman Age: 6
Age:
Age:
Age:

Please check support services you may need:

_____ Transportation
_____ Helping Hands
_____ Special Diet
Specify

Please call with questions - 454-2305.

Sponsored by the Delaware Program for Deafblind Children

FAMILY FUN DAY

JUNE 26, 1999

Registration

We plan to attend Family Fun Day. Family members attending are:

Adults: Antonia Rodriguez
____

Children: Luis Colon Age: 15
______________________________ Age: ______
______________________________ Age: ______
______________________________ Age: ______
______________________________ Age: ______

Please check support services you may need:

✓ Transportation
______ Helping Hands
______ Special Diet
Specify ______________________________
____

Please call with questions - 454-2305.

Sponsored by the Delaware Program for Deafblind Children

FAMILY FUN DAY

JUNE 26, 1999

Registration

We plan to attend Family Fun Day. Family members attending are:

Adults: Joe & Dorothy Stanley

Children: Joseph Age: 18
Jody - grandchild Age: 2 1/2
Age:
Age:
Age:

Please check support services you may need:

___ Transportation
___ Helping Hands
X Special Diet
Specify Pureed

Please call with questions - 454-2305.

Sponsored by the Delaware Program for Deafblind Children

FAMILY FUN DAY

JUNE 26, 1999

Registration

We plan to attend Family Fun Day. Family members attending are:

Adults: Hopkins, Patricia

Children: Donna Age:

Age:

Age:

Age:

Age:

Please check support services you may need:

___ Transportation

___ Helping Hands

X Special Diet

Specify

Please call with questions - 454-2305.

Sponsored by the Delaware Program for Deafblind Children

AUG 17 199

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY FUN DAY EVALUATION
JUNE 26, 1999 - Leach School
New Castle, Delaware

Please complete the following evaluation for the day by rating each item, and help us plan future events. ***Please return in the self addressed stamped envelope. Thanks!***

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Activities:	X				
Swimming	X				
Arts & Crafts	X				
Gym/Games	X				
Comments: A great wide variety of activities were provided meeting the needs of all age groups and levels of functioning.					
2. Facilities:					
Location of Leach School	X				
Activity Areas	X				
Accessibility	X				
Meals	X				
Comments: The Leach School was easy to get to and had wonderful facilities for all activities. I wish we could have utilized outside more, but too HOT.					
3. Organization of the Day:	X				
Comments: The day was very well organized and went very smoothly as a result.					
4. Support Services:					
Nursing Staff	X				
Food Service/Menu	X				
Comments: All of the people involved in this day, staff, families and children alike, were wonderful! Everyone appeared very invested and involved and really appeared to enjoy themselves.					

5. **Interested in another activity:** Yes: ______ No: X

Suggestions for Activities: ______

Where? ______

6. **Other Comments:** Maybe consider holding this event earlier in the spring, as it was extremely hot on Family Fun day and we were unable to utilize all of the wonderful facilities the Leach School has outside..

7. **Person Completing This Evaluation:** (circle)

Consumer Parent Sibling [✓ Other] (specify) provided art therapy services

Thanks for your help!

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

AUG 17 1999

FAMILY FUN DAY EVALUATION
JUNE 26, 1999 - Leach School
New Castle, Delaware

Please complete the following evaluation for the day by rating each item, and help us plan future events. ***Please return in the self addressed stamped envelope. Thanks!***

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Activities:		✓			
Swimming					
Arts & Crafts					
Gym/Games		✓			

Comments:

NO Comments:

	Very good	Good	Ade-quate	Needs Improve	N/A
2. Facilities:		✓			
Location of Leach School		✓			
Activity Areas	✓	✓			
Accessibility					
Meals		✓			

Comments:

no Comments:

	Very good	Good	Ade-quate	Needs Improve	N/A
3. Organization of the Day:					

Comments:

NO Comments:

	Very good	Good	Ade-quate	Needs Improve	N/A
4. Support Services:		✓			
Nursing Staff		✓			
Food Service/Menu		✓			

Comments:

no Comments.

5. **Interested in another activity:** Yes: ✓ No:
Suggestions for Activities:

Where?

6. **Other Comments:**

7. **Person Completing This Evaluation:** (circle)
Consumer Parent Sibling Other (specify) (Legal Aunt)

Thanks for your help!

AUG 17 1999

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY FUN DAY EVALUATION
JUNE 26, 1999 - Leach School
New Castle, Delaware

Please complete the following evaluation for the day by rating each item, and help us plan future events. ***Please return in the self addressed stamped envelope. Thanks!***

	Very good	Good	Ade-quate	Needs Improve	N/A
1. **Activities:**					
Swimming	X				
Arts & Crafts	X				
Gym/Games	X				
Comments:					
2. **Facilities:**					
Location of Leach School	X				
Activity Areas	X				
Accessibility	X				
Meals	X				
Comments:					
3. **Organization of the Day:**	X				
Comments:					
4. **Support Services:**					
Nursing Staff	X				
Food Service/Menu	X				
Comments:					

5. **Interested in another activity:** Yes: X No: ______
Suggestions for Activities: ______

Where? ______

6. **Other Comments:** ______

7. **Person Completing This Evaluation:** (circle)
Consumer Parent Sibling [✓ Other] (specify) Staff (rec. therapy)

Thanks for your help!

WELCOME

FAMILY WEEKEND

October 1-2, 1999
Virden Retreat Center
Lewes, Delaware

Sponsored by
Delaware Program for the Deafblind

VIRDEN RETREAT CENTER
OVERNIGHT ROOM ASSIGNMENT SHEET

Conference Group Delaware Program for Deafblind Children Arrival Date 10/1/99 Departure Date 10/2/99

ROOM NUMBER	TYPE ROOM	NAMES OF GUESTS	DATES OF STAY	GUEST'S SIGNATURE	ROOM NUMBER	TYPE ROOM	NAMES OF GUESTS	DATES OF STAY	GUEST'S SIGNATURE
B 101 Phone 645-4131	Twin Beds Smoking	Peggy Lashbrook			**B 201** Phone 645-4141	Twin Beds Non-Smoking	Vicki Spence		
		Kay Johnson Karin Johnson					Amy Spence		
B 102 Phone 645-4132	Lv/Kit Sofa (Hosp.) Smoking	**HOSPITALITY ROOM**			**B 202** Phone 645-4142	Queen Bed Non-Smoking	Mary Ann Mieczkowski		
B 104 Phone 645-4134	Twin Beds Smoking	Michelle Underwood			**B 204** Phone 645-4144	Twin Beds Non-Smoking	Carolyn Hambrick-Brock		
		Andrew Underwood					Alyssa Brock		
B 105 Handicap Phone 645-4135	Twin Beds Smoking	Sharri Cuffee			**B 205** Phone 645-4145	Twin Beds Non-Smoking			
		Lyneisha Cuffee							
B 107 Phone 645-4137	Queen Bed Smoking	Danny Klein			**B 207** Phone 645-4147	Queen Bed Non-Smoking			
		Angie Klein							
B 108 Phone 645-4138	Twin Beds Smoking	Brooke Klein			**B 208** Phone 645-4148	Twin Beds Non-Smoking			
		Joshua Klein							

VIRDEN RETREAT CENTER
OVERNIGHT ROOM ASSIGNMENT SHEET

Conference Group Delaware Program for Deafblind Children Arrival Date 10/1/99 Departure Date 10/2/99

ROOM NUMBER	TYPE ROOM	NAMES OF GUESTS	DATES OF STAY	GUEST'S SIGNATURE	ROOM NUMBER	TYPE ROOM	NAMES OF GUESTS	DATES OF STAY	GUEST'S SIGNATURE
A 101	Twin Beds	Barbara Church			**A 201**	Twin Beds	Liz Walker		
Phone 645-4101	Non-Smoking	Charlene Church			Phone 645-4121	Non-Smoking			
A 102	Queen Bed				**A 202**	Queen Bed	Sue Lee		
Phone 645-4102	Non-Smoking				Phone 645-4122	Non-Smoking			
A 104	Twin Beds				**A 204**	Twin Beds	MaryAnne Beattie		
Phone 645-4104	Non-Smoking				Phone 645-4124	Non-Smoking			
A 105 Handicap	Twin Beds	Pat Hopkins			**A 205**	Twin Beds			
Phone 645-4105	Non-Smoking	Donna Hopkins			Phone 645-4125	Non-Smoking			
A 107	Queen Bed	Steve Kramer			**A 207**	Queen Bed	Cynthia Ingraham		
Phone 645-4107	Non-Smoking	Brenda Kramer Aaron Kramer			Phone 645-4127	Non-Smoking			
A 108	Twin Beds	Rebeckah Kramer			**A 208**	Twin Beds			
Phone 645-4108	Non-Smoking	Sarah Kramer			Phone 645-4128	Non-Smoking			

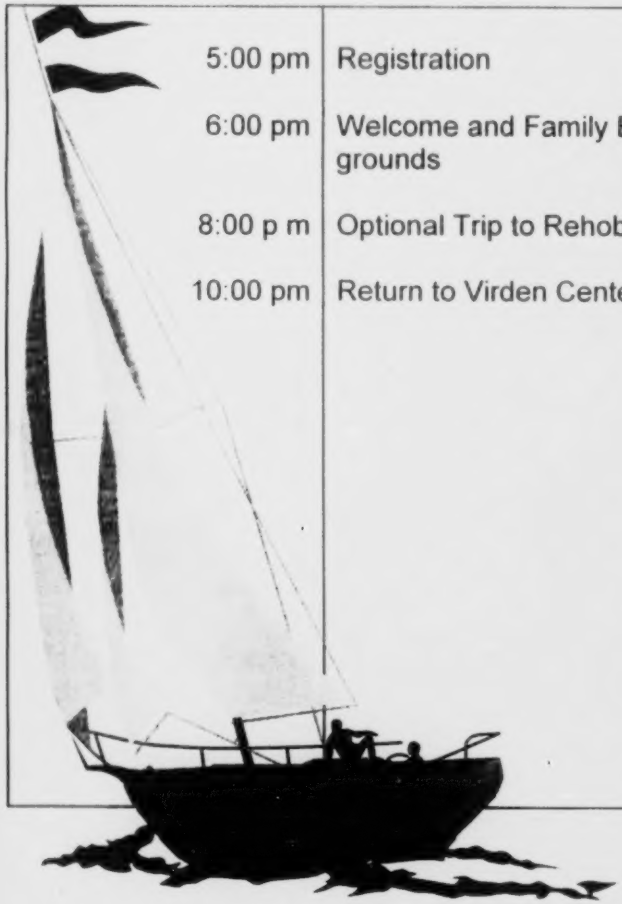
VIRDEN RETREAT CENTER
OVERNIGHT ROOM ASSIGNMENT SHEET

Conference Group Delaware Program for Deafblind Children Arrival Date 10/1/99 Departure Date 10/2/99

ROOM NUMBER	TYPE ROOM	NAMES OF GUESTS	DATES OF STAY	GUEST'S SIGNATURE	ROOM NUMBER	TYPE ROOM	NAMES OF GUESTS	DATES OF STAY	GUEST'S SIGNATURE
A 101	Twin Beds	~~Barbara Church~~			A 201	Twin Beds	Liz Walker		
Phone 645-4101	Non-Smoking	~~Charlene Church~~			Phone 645-4121	Non-Smoking	Rebecca Walker		
A 102	Queen Bed	Sharon Brann			A 202	Queen Bed	Sue Lee		
Phone 645-4102	Non-Smoking	Natalie Schultz			Phone 645-4122	Non-Smoking			
A 104	Twin Beds	Clare Walker			A 204	Twin Beds	MaryAnne Beattie		
Phone 645-4104	Non-Smoking	Charlene Dolgos			Phone 645-4124	Non-Smoking			
A 105 Handicap	Twin Beds	Donna Hopkins			A 205	Twin Beds			
Phone 645-4105	Non-Smoking	Pat Hopkins			Phone 645-4125	Non-Smoking			
A 107	Queen Bed	Steve Kramer			A 207	Queen Bed	Cynthia Ingraham		
Phone 645-4107	Non-Smoking	Brenda Kramer Aaron Kramer			Phone 645-4127	Non-Smoking			
A 108	Twin Beds	Rebeckah Kramer			A 208	Twin Beds			
Phone 645-4108	Non-Smoking	Sarah Kramer			Phone 645-4128	Non-Smoking			

FAMILY WEEKEND SCHEDULE
DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FRIDAY, October 1, 1999



5:00 pm	Registration
6:00 pm	Welcome and Family Barbecue on the grounds
8:00 p m	Optional Trip to Rehoboth Boardwalk
10:00 pm	Return to Virden Center

SATURDAY, October 2, 1999

7:30 am - 9:00 am	Continental Breakfast (Lobby)
9:00 am	• Inclusion & Assessment (Schooner) How Do They Relate to My Child? • Transition Issues (Seniors/Graduates) (Windjammer)
10:30 am	• Delaware Care Plan (Schooner) How Can I Plan For My Child's Future?
12:00 NOON	LUNCH (Pilot)
1:00 pm	Parent Discussion Group I (Schooner)
2:00 pm	Break
2:15 pm	Parent Discussion Group II (Schooner)
4:00 pm	Lite Dinner/Farewell (Pilot)

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION

October 1 & 2, 1999
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. ***Turn in before you leave to Peggy or Brenda. Thanks!***

	Very good	Good	Ade-quate	Needs Improve	N/A
1. Programs:					
Parent Discussion Group					
Community Trust					
Inclusion/Assessment					
PATH					

Comments:

2. Activities:					
Beach					
Arts & Crafts					
Games					
Board Walk					

Comments:

3. Accommodations/Facilities:					
Accessibility					
Activity Areas					
Overnight Accommodations					
Meals					

Comments:

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:					

Comments:

(OVER)

5. Support Services:					
Childcare	✓				
Interpreters					✓
Nursing Staff	✓				
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: _______ No: _______
Suggestions for Activities: ______________________________

Where? ______________________________

7. Other Comments: ______________________________

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______________________________

Thanks for your help!

[illegible]

[illegible]

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DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
October 1 & 2, 1999
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. ***Turn in before you leave to Peggy or Brenda. Thanks!***

	Very good	Good	Adequate	Needs Improve	N/A
1. Programs:	✓				
Parent Discussion Group	✓				
Community Trust		✓			
Inclusion/Assessment					
PATH					✓

Comments:

2. Activities:		✓			
Beach					✓
Arts & Crafts					
Games					
Board Walk	✓				

Comments: Special thanks to Kay who helped Lyneisha play the drums on the boardwalk. They even had a small audience

3. Accommodations/Facilities:	✓				
Accessibility	✓				
Activity Areas	✓				
Overnight Accommodations	✓				
Meals	✓				

Comments: Everything as always was excellent!

	Very good	Good	Adequate	Needs improve	N/A
4. Organization of the Day:		✓			

Comments:

BEST COPY AVAILABLE

(OVER)

5. Support Services:	✓				
Childcare	✓				
Interpreters					
Nursing Staff	✓				
Food Service/Menu	✓				

Comments: Staff (ALL) were very helpful and friendly in aiding and assisting us

6. Interested in another activity: Yes: ✓ No: ______
Suggestions for Activities: IF not a family type weekend then have a family day

Where? Kent/Sussex

7. Other Comments: I really ~~enjoy~~ enjoyed the Family weekend! It was ~~a~~ nice to be able to network with other parents and staff. Information obtained from this weekend has been very helpful. I am truly looking forward to the Next family weekend! It was a chance to see old faces and meet lots of new ones!

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______

Thanks for your help!

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND EVALUATION
October 1 & 2, 1999
Virden Center
Lewes, Delaware

Please complete the following evaluation for the weekend by rating each item, and help us plan future events. ***Turn in before you leave to Peggy or Brenda. Thanks!***

	Very good	Good	Ade-quate	Needs improve	N/A
1. Programs:					
Parent Discussion Group					
Community Trust					
Inclusion/Assessment					
PATH					
Comments:					
2. Activities:					
Beach					
Arts & Crafts					
Games					
Board Walk					
Comments:					
3. Accommodations/Facilities:					
Accessibility					
Activity Areas					
Overnight Accommodations					
Meals					
Comments:					

	Very good	Good	Ade-quate	Needs improve	N/A
4. Organization of the Day:					
Comments:					

(OVER)

Evaluation - Family Weekend
Page 2 – October 1 & 2, 1999

5. Support Services:					
Childcare	✓				
Interpreters	✓				
Nursing Staff	✓				
Food Service/Menu	✓				
Comments:					

6. Interested in another activity: Yes: ✓ No: ______
Suggestions for Activities: [illegible]

Where? ______

7. Other Comments: [illegible]
[illegible]
[illegible]

8. Person Completing This Evaluation: (circle)
Consumer [✓ Parent] Sibling Other (specify)______

Thanks for your help!

DELAWARE PROGRAM FOR DEAFBLIND CHILDREN

FAMILY WEEKEND – October 1-2, 1999
Virden Center - Lewes, Delaware

Student Assignments

Liz W, Amy
Andy, Jason, Charlene, (Rebecca)

Clare/Kay
Aaron, Lyneisha, Donna, (Alyssa, Karin)

Carolyn/MaryAnne
Brooke, Natalie, (Josh, Rebekah, Sara)